



Program Assessment Report (PAR)

Middle Childhood Education (MCE) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

I. PROGRAM LEARNING OUTCOMES

This program is accredited by the Association of Middle Level Education Standards for Middle Level Educators (AMLE). Program Learning Outcomes aligned with Association of Middle Level Education Standards for Middle Level Educators (AMLE), the Ohio Standards for the Teaching Profession (OSTP), the Ohio Learning Standards (OLS), the Interstate Teacher Assessment and Support Consortium standards (InTASC), the 12-hour Ohio Reading and Literacy Core Competencies (12h-ORLCC, 2018), the International Dyslexia Association Knowledge & Practice Standards for Teachers of Reading (IDA), the National Science Education Standards / Next Generation Science Standards (NGSS, 2013), the Council for Exceptional Children standards (CEC, 2012), and the International Society for Technology in Education (ISTE). Association of Middle Level Education Standards for Middle-Level Educators PRINCIPLE A THE LEARNER AND LEARNING Standard 1 Young Adolescent Development Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Element a. Knowledge of Young Adolescent Development Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own. Element b. Knowledge of the Implications of Diversity on Young Adolescent Development Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g.,

race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents. Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies. Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs. PRINCIPLE B CONTENT Standard 2 Middle Level Curriculum Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). Element a. Subject Matter Content Knowledge Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects. Element b. Middle Level Student Standards Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents. Element c. Interdisciplinary Nature of Knowledge Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health). Standard 3 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 middle level organizational components. Element a. Middle Level Philosophical Foundations Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools. Element b. Middle Level Organization and Best Practices Middle level teacher candidates

utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time. **PRINCIPLE C INSTRUCTIONAL PRACTICE Standard 4 Middle Level Instruction and Assessment** Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). **Element a. Content Pedagogy** Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach. **Element b. Middle Level Instructional Strategies** Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). **Element c. Middle Level Assessment and Data-informed Instruction** Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained. **Element d. Young Adolescent Motivation** Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents. **PRINCIPLE D PROFESSIONAL RESPONSIBILITIES Standard 5 Middle Level Professional Roles** Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors. **Element a. Professional Roles of Middle Level Teachers** Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents). **Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices** Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive

schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning. Element c. Working with Family Members and Community Involvement Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). Element d. Dispositions and Professional Behaviors Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Direct Assessment Key Assessment #1 Pearson OAE content assessments and the Foundations of Reading OAE Assessment Pearson Ohio Assessment for Educators (OAE) content exams and Foundations of Reading OAE Assessment AMLE Standard 2a Key Assessment #2 Final Exam ED 4220 Middle Level Teaching Principles, Practices, and Learning The Final Exam is a 60-item objective test about adolescent development and middle level philosophy and organization AMLE Standards 1a, 1b, 1c, 1d, 2b, 2c, 3a, 3b, 4b, 5a, 5b, 5c Key Assessment #3 Integrated Unit Plan ED 4070 Reading and Literacy II Content Literacy Tools Integrated Unit Plan assesses the candidate's ability to plan instruction AMLE Standards 1c, 2a, 2b, 4c Key Assessment #4 Assessment of Student Teaching ED 4310- MCE Internship Part I Methods Part I of the year-long field placement is where the Assessment of Student Teaching - Midpoint Check is completed (AMLE addendum midterm and final checklist) OSTP Standards 1, 2, 3, 4, 6, 7 ED 4410 MCE Internship Part II Student Teaching Part II of the year-long field placement is where the Assessment of Student Teaching - Final Check (AMLE addendum midterm and final checklist) OSTP Standards 1, 2, 3, 4, 6, 7 Key Assessment #5 Impact on Student Learning Case Study Project ED 4090 Literacy Assessment & Intervention The Impact on Student Learning Case Study Project includes the implementation and analysis of assessment data to plan and teach appropriate instruction for a middle grade student. AMLE Standards 1a, 1b, 1c, 4a, 4c, 4d, 5a, 5b, 5c, 5d Key Assessment #6 Data Based Decision Making Assignment ED 4180 Assessment for Middle Childhood Education Data Based Decision Making Assignment includes examining both quantitative and qualitative student data and making appropriate instructional changes based on the analyses of the data within a middle grades classroom setting. AMLE Standards 1c, 4a, 4b, 4c, 4d, 5a, 5c, 5d Key Assessment #7 Middle Level School Involvement, Families and Community Collaboration Log ED 4420 Professional Seminar Middle Childhood Education Middle Level School Involvement, Families and Community Collaboration Log requires that candidates document their participation and interactions that would be classified as

working successfully with colleagues, families, community agencies, and community members, as well as participation in effective middle level school organizational practices during their Phase 2 and Phase 3 student teaching experiences. AMLE Standards 1d, 3a, 4b, 4c, 5a, 5b, 5c, 5d Additional Direct Assessment Portfolio Exit Meetings EdTPA results

B. Scoring of Student Work

Key Assessment #1 Pearson OAE content assessments and the Foundations of Reading OAE Assessment Pearson Ohio Assessment for Educators (OAE) content exams and Foundations of Reading OAE Assessment AMLE Standard 2a Externally scored by Pearson Key Assessment #2 Final Exam ED 4220 Middle Level Teaching Principles, Practices, and Learning The Final Exam is a 60-item objective test about adolescent development and middle level philosophy and organization AMLE Standards 1a, 1b, 1c, 1d, 2b, 2c, 3a, 3b, 4b, 5a, 5b, 5c Scored by course instructor through the course final exam Key Assessment #3 Integrated Unit Plan ED 4070 Reading and Literacy II Content Literacy Tools Integrated Unit Plan assesses the candidate's ability to plan instruction AMLE Standards 1c, 2a, 2b, 4c Scored by course instructor through the key assessment rubric Key Assessment #4 Assessment of Student Teaching ED 4310- MCE Internship Part I Methods Part I of the year-long field placement is where the Assessment of Student Teaching - Midpoint Check is completed (AMLE addendum midterm and final checklist) OSTP Standards 1, 2, 3, 4, 6, 7 ED 4410 MCE Internship Part II Student Teaching Part II of the year-long field placement is where the Assessment of Student Teaching - Final Check (AMLE addendum midterm and final checklist) OSTP Standards 1, 2, 3, 4, 6, 7 Scored collaboratively by the cooperative teacher(s), the university supervisor, and the MCE candidate Key Assessment #5 Impact on Student Learning Case Study Project ED 4090 Literacy Assessment & Intervention The Impact on Student Learning Case Study Project includes the implementation and analysis of assessment data to plan and teach appropriate instruction for a middle grade student. AMLE Standards 1a, 1b, 1c, 4a, 4c, 4d, 5a, 5b, 5c, 5d Scored by course instructor through the key assessment rubric Key Assessment #6 Data Based Decision Making Assignment ED 4180 Assessment for Middle Childhood Education Data Based Decision Making Assignment includes examining both quantitative and qualitative student data and making appropriate instructional changes based on the analyses of the data within a middle grades classroom setting. AMLE Standards 1c, 4a, 4b, 4c, 4d, 5a, 5c, 5d Scored by course instructor through the key assessment rubric Key Assessment #7 Middle Level School Involvement, Families and Community Collaboration Log ED 4420 Professional Seminar Middle Childhood Education Middle Level School Involvement, Families and Community Collaboration Log requires that candidates document their participation and interactions that would be classified as working successfully with colleagues, families, community agencies, and community members, as well as participation in effective middle level school organizational practices during their Phase 2 and Phase 3 student teaching experiences. AMLE Standards 1d, 3a, 4b, 4c, 5a, 5b, 5c, 5d Scored by Inquiry Project advisor through the key assessment rubric Additional Direct Assessment Portfolio Exit Meetings - Aligned with the Ohio Standards for the Teaching Profession (OSTP), Scored by Inquiry Project Advisors

through ED 6420 Middle Childhood Professional Seminar EdTPA results - Scored by external assessors

C. Indirect Assessment

Indirect Assessment -CEHS Program Completer Exit Surveys – Survey of Graduated Students -ODHE Pre-Service Teacher Survey -Job placement data -Faculty ratings of candidate professional dispositions using CEHS Candidates Dispositions Inventory (CDI) -Stakeholder meeting comments

III. ASSESSMENT RESULTS/INFORMATION:

Key Assessment #1 Pearson OAE Content Assessments and the Foundations of Reading OAE Assessment Key Assessment #2 ED 4220 Middle Level Teaching Principles, Practices, and Learning Final Exam Key Assessment #3 ED 4070 Reading and Literacy II Content Literacy Tools Integrated Unit Plan Key Assessment #4 ED 4310 MCE Internship Part I Methods ED 4410 MCE Internship Part II Student Teaching Assessment of Student Teaching Key Assessment #5 ED 4090 Literacy Assessment & Intervention Impact on Student Learning Case Study Project Key Assessment #6 ED 4180 Assessment for Middle Childhood Education Data Based Decision Making Assignment Key Assessment #7 ED 4420 Professional Seminar Middle Childhood Education Middle Level School Involvement, Families and Community Collaboration Log edTPA CEHS Survey of Graduated Students

Key Assessment #1 As a new program, our candidates are currently in their 1st, 2nd, or 3rd year of the program. Currently, there are no data for this key assessment since candidates will complete these assessments prior to student teaching in spring semester of their 4th year in the program. Key Assessment #2 There are no data for this key assessment since candidates will take this course and complete this requirement in spring semester of their 3rd year in the program. Key Assessment #3 There are no data for this key assessment since candidates will take this course and complete this requirement in fall semester of their 4th year in the program. Key Assessment #4 There are no data for this key assessment since candidates will participate in these field placements in the fall and spring semesters of their 4th year in the program. Key Assessment #5 There are no data for this key assessment since candidates will take this course and complete this requirement in spring semester of their 3rd year in the program. Key Assessment #6 There are no data for this key assessment since candidates will take this course and complete this requirement in the fall semester of their 4th year in the program. Key Assessment #7 There are no data for this key assessment since candidates will take this course and complete this requirement in spring semester of their 4th year in the program. edTPA There are no data for this key assessment since candidates will complete this requirement in spring semester of their 4th year in the program. CEHS Survey of Graduated Students There are no data for this key assessment since candidates will take

this survey once they have graduated from the program.

Key Assessment #1 N/A Key Assessment #2 N/A Key Assessment #3 N/A Key Assessment #4 N/A Key Assessment #5 N/A Key Assessment #6 N/A Key Assessment #7 N/A edTPA N/A CEHS Survey of Graduated Students N/A

IV. ACTIONS TO IMPROVE STUDENT LEARNING

As a new program, our candidates are currently in their 1st, 2nd, or 3rd year of the program. Currently, there are no data to share or actions to take.

V. SUPPORTING DOCUMENTS

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