



## Program Assessment Report (PAR)

### Middle Childhood Education (MCE) Baccalaureate Degree

**REPORT PREPARED by:** Welz, Lee

**ACADEMIC YEAR COVERED BY THIS REPORT:** 2021-2022

#### 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 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 4410 MCE Internship – Phase 3 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 grade 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 - Aligned with the Ohio Standards for the Teaching Profession (OSTP) ED 4420 Middle Childhood Professional Seminar -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 4410 MCE Internship – Phase 3 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 – Data will not be available until the 2021-2022 academic year Portfolio Exit Meetings - Aligned with the Ohio Standards for the Teaching Profession (OSTP), Scored by Inquiry Project Advisors through ED 4420 Middle Childhood Professional Seminar EdTPA results - Scored by external assessors

### C. 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)

### 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 4410 MCE Internship – Phase 3 Student Teaching MCE Association for Middle Level Education (AMLE) 2012 Standards 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

OAE Middle Grades Social Studies -WSU pass rate increased slightly but remained below the state. -The mean scaled score also increased slightly. -Domain scores were at or lower than the state in all domains. -Compared to state scores, WSU competency scores were lower in most competencies, with the greatest difference in 0004. -Competency scores below 60% occurred in 0001, 0003, 0004, 0005, 0011, and 0016. -WSU had 76.5% pass rate for 2020-21. This was lower than the state (79%), however is higher than our pass rate for 19-20 (75%). Areas of focus for the coming year include the following -Largest negative difference between WSU and the state's scores -Domain 1 – History -0004 World history 1850 to present -10.3% -0007 U.S. history 1877-1929 -7.5% -Domain 2 – Geography and Culture -0011 Human systems -5.6% OAE Middle Grades Language Arts -The WSU Pass Rate declined from previous years and Total Mean Scaled Score also declined. Both are lower than the state. -Domain scores were similar to scores in previous years. Competency scores were lower than the state in all but two areas. Areas of focus for the coming year -Scored lower than the state average in 12 competencies -Largest negative difference between WSU and the state's scores -0002 vocabulary and reading comprehension -10.5% -0003 reading across the curriculum -6.2% -0006 analyzing/interpreting texts -5.6% OAE Middle Grades Mathematics -Both the pass rate and mean scaled score increased over 2019-2020 but remained lower than the state. Domain scores also remained lower than the state in all domains. -WSU had a 73.2% pass rate for 20-21. This was 9.2% lower than the state (82.6%) and 3.2% higher than our pass rate for 19-20 (70%). -Compared to state scores, WSU competency scores were lower in all competencies. Areas of focus for the coming year -Largest negative difference between WSU and the state's scores -0001 Numbers -6.4% -0005 Linear relations and applications -7.8% -0008 Euclidean geometry -9.2 -0009 Coordinate and transformational geometry -6.1% -0011 Probability principles and techniques -8% OAE Middle Grades Science -The WSU

pass rate increased slightly and remained above the state rate. -The WSU mean scaled score declined and is below the state score. -Domain scores showed a slight decline in all domains except earth and space science. -Competency scores were lower than the state in all but 3 areas. -WSU had 88.6% pass rate for 20-21. This was 1% higher than the state (87.6%) and nearly 2% higher than our pass rate for 19-20 (86.7%). Areas of focus for the coming year -Largest negative difference between WSU and the state's scores -Domain 3 – Life Science -0009 Cells Characteristics and Processes -10.2% -0011 Genetics, Evolution, Classification -6% -Domain 2 – Physical Science -0007 Force, Mass, Motion -5.6% -0006 Energy Characteristics and Transformations -5.4% Key Assessment #2 ED 4220 Middle Level Teaching Principles, Practices, and Learning Final Exam -71% of candidates scored at Target/Acceptable for standard 3a – Middle Level Philosophical Foundations. This was an improvement from the S20 scores. Areas to Improve AMLE Standards percentage of increase in Unacceptable scores when compared to S20 scores -1a – 10% increase in Unacceptable scores -1b – 12.56% increase in Unacceptable scores -1c – 7.18% increase in Unacceptable scores -1d – 13.21% increase in Unacceptable scores -3b – 13.85% increase in Unacceptable scores Key Assessment #3 ED 4070 Reading and Literacy II Content Literacy Tools Integrated Unit Plan There are no data for this key assessment since candidates will take this course and complete this requirement in the fall semester (F21) of their 4th year in the program. Since the F21 semester just ended, the data is not yet available. Key Assessment #4 ED 4410 MCE Internship – Phase 3 Student Teaching MCE Association for Middle Level Education (AMLE) 2012 Standards There are no data for this key assessment since candidates will participate in this field placement in the spring semester (S22) of their 4th year in the program. Key Assessment #5 ED 4090 Literacy Assessment & Intervention Impact on Student Learning Case Study Project -100% of candidates scored at Target/Acceptable for all 9 criteria -85% of candidates scored Target for Criterion 9 Implications for Professional Growth (Standard 5d) Areas to Improve -Only 31% scored at Target on Criterion 5 Reading and Writing Integrated Lesson Plan, Part 1 -Only 31% of candidates scored at Target on Criterion 7 Lesson Plan Reflection/Impact on Student Learning (Standard5a) Key Assessment #6 ED 4180 Assessment for Middle Childhood Education Data Based Decision Making Assignment There are no data for this key assessment since candidates will take this course and complete this requirement in the fall semester (F21) of their 4th year in the program. Since the F21 semester just ended, the data is not yet available. Key Assessment #7 ED 4420 Professional Seminar Middle Childhood Education Middle Level School Involvement, Families and Community Collaboration Log There are no data for this key assessment since candidates will take this course and complete this requirement in spring semester (S22) 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 (S22) of their 4th year in the program. CEHS Survey of Graduated Students Responses are from the final group of undergraduate candidates in the MCE B.S. program without licensure eligibility. They moved forward to the final graduate cohort to obtain their M.Ed. and eligibility for licensure. -100% of candidates were satisfied with the courses in their major -94% of candidates were satisfied with the overall quality of instruction - 93% of candidates were satisfied with the provided field experiences/internships that supported their preparation for the world of work Areas to work on that are relevant to the MCE undergraduate licensure program -Overall sense of community with students in your program (18%) -Overall quality of relationships with

program/major faculty (18%)

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**

This data and report are shared with all faculty (full-time and adjunct) who teach in the Middle Childhood Education program, and those who teach the related content area courses. Additionally, the report is posted in the Middle Childhood Education Pilot page (WSU's learning management system) and the TED Faculty Pilot page. The MCE program faculty and other program personnel meet monthly in the MCE Committee meeting to discuss data and to make program decisions. At these monthly meetings, the data are closely examined, and an analysis of the data is completed and discussed. The MCE committee continually provides feedback throughout the process as the candidates progress throughout the MCE program. Since this is a new program, there are no strategies for improvement to reference from the previous years' assessment reports to gauge effectiveness.

#### **V. SUPPORTING DOCUMENTS**

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