



Program Assessment Report (PAR)

Middle Childhood Education (MCE) Masters Degree

REPORT PREPARED by: Welz, Lee

ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

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

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 6070 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 6410 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 6090 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 6180 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 6420 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 Assessments -MCE Inquiry Project- Rubric Scores and Student Feedback - ED 6420 Middle Childhood Professional Seminar -Portfolio Exit Meetings - Aligned with the Ohio Standards for the Teaching Profession (OSTP) ED 6420 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 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 6070 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 6410 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 6090 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 6180 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 6420 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 Assessments MCE Inquiry Project- Rubric Scores and Student Feedback - Scored by Inquiry Project Advisors through ED 6420 Middle Childhood Professional Seminar 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

-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 6070 Reading and
Literacy II Content Literacy Tools Integrated Unit Plan Key Assessment #4 ED
6410 MCE Internship – Phase 3 Student Teaching MCE Association for Middle Level
Education (AMLE) 2012 Standards Key Assessment #5 ED 6090 Literacy Assessment &
Intervention Impact on Student Learning Case Study Project Key Assessment #6 ED
6180 Assessment for Middle Childhood Education Data Based Decision Making
Assignment Key Assessment #7 ED 6420 Professional Seminar Middle Childhood
Education Middle Level School Involvement, Families and Community Collaboration
Log edTPA CEHS Survey of Graduated Students

Key Assessment #1 Pearson OAE Content Assessments and the Foundations of Reading
OAE Assessment 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 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 6070 Reading and Literacy II Content Literacy Tools Integrated Unit Plan -100% of candidates scored at Target/Acceptable on 7 of the 12 criteria Areas to Improve -The following criterion was in the unacceptable range, due to one student, except Criterion 5, which had 2 students score unacceptable. -Criterion 4 Essential Questions and Learning Targets (AMLE 2a) -Criterion 5 Student Resources and Accessible Text (Standard 4d) -Criterion 6 Summative Unit Assessments (AMLE Standard 4c) -Criterion 7 Lesson Formative Assessments (AMLE Standard 4c) -Criterion 8 Lesson Planning Skills Key Assessment #4 ED 6250 MCE Internship Part I Methods ED 4410 MCE Internship Part II Student Teaching Assessment of Student Teaching -100% scored at Target/Acceptable on 16 of the 17 criteria Areas to Improve -The following Criterion had >60% in the acceptable range and lower scores in the target range. -Criterion 8 Standard 3 Middle Level Philosophy and School Organization 3a -Criterion 13 Standard 4 Middle Level Instruction and Assessment 4d -Criterion 15 Standard 5 Middle Level Professional Roles 5b -Criterion 16 Standard 5 Middle Level Professional Roles 5c Key Assessment #5 ED 6090 Literacy Assessment & Intervention Impact on Student Learning Case Study Project -100% of candidates scored at Target/Acceptable for all 9 criteria Areas to Improve -Slight decrease in Target Scores 7/9 areas from 2019-20 -Criterion 1 Assessment Area 1 Affective Factors (Standard 4a) biggest drop in Target score -21 (92/60) -No huge concerns Key Assessment #6 ED 6180 Assessment for Middle Childhood Education Data Based Decision Making Assignment Improvement in Target scores over 2019-2020 -100% of candidates scored at Target on 3 of the 11 criteria -100% of candidates scored at Target/Informative on 10 of the 11 criteria Areas to Improve -1 Unacceptable response for Criterion 6 Rationale (4C) -No huge concerns Key Assessment #7 ED 6420 Professional Seminar Middle Childhood Education Middle Level School Involvement, Families and Community Collaboration Log -100% of candidates scored at Target/Acceptable on 4 of the 5 criteria Areas to Improve - The only area below 90% in the Target range for 2019-20 was Reflection, which fell to 83.3%. But this still represents a large percentage of

candidates achieving “Target” in this area. -No huge concerns edTPA Language Arts -100% of WSU MCE-LA candidates passed the edTPA over the previous three years. -The average overall score declined but remains higher than the state. -Compared to State scores, WSU MCE-LA candidates scored higher than the state average on 10 of the 15 rubrics. Lower scores were on rubrics 1, 3, 6, 10, and 14. - The largest positive difference occurred in rubric 12. Areas to Improve – Tasks at or below 50% -8 – Deepening Student Learning – Task 2 -10 – Analyzing Teacher Effectiveness – Task 2 -3 – Student Understanding & Use of Feedback – Task 3 -14 - Analyzing Student Language Use & Subject Specific Learning - Task 3 Social Studies -86% of WSU MCE-HSS candidates passed the edTPA at the state cut score of 37. -The average overall score has decreased from the previous 2 years, but remains higher than the state. WSU MCE-HSS candidates scored at or above state scores on all rubrics except 1, 4, 5, and 14. -Individual candidate scores for MCE-HSS show that 25% or more of MCE-HSS candidates scored a 2.5 or below on rubric 10 and 14. Areas to Improve -Task 1 - Rubric 4 – Identifying and Supporting Language Demands -Task 1 – Rubric 5 – Planning Assessments to monitor and Support Student Learning -Task 3 - Rubric 14 – Analyzing Students’ Language Use and Subject-Specific Learning Math -83% of WSU MCE-MATH candidates passed the edTPA at the cut score of 37. --The average overall score declined but remains higher than the state. -WSU MCE-MATH candidates scored at or above the state average on all rubrics except 3, 5, 10, and 11. -Individual candidate scores for MCE-MATH show that 30% or more of candidates scored a 2.5 or below on rubrics 5, 8, 10, and 11. Areas to Improve Task 1 - Rubric 5 - Planning Assessments to Monitor and Support Student Learning Task 2 - Rubric 10 – Analyzing Teaching Effectiveness Science -100% of WSU MCE-SCI candidates passed the edTPA at the state cut score of 37. -The overall average score declined from 2019-2020 but remains higher than the state. -WSU MCE-SCI candidates scored at or above the state average on all rubrics except rubric 10. -Individual candidate scores for MCE-SCI show that more than 30% of candidates scored a 2.5 or below on rubrics 10, 13, and 15. Areas to Improve Task 2 Rubric 10 - Analyzing Teaching Effectiveness Task 3 Rubric 13 – Student Understanding and Use of Feedback CEHS Survey of Graduated Students -6 of 9 categories scored 100% satisfaction by candidates -2 of 9 categories scored 96% satisfaction by candidates Areas to Improve -8% of candidates (2 students) indicated dissatisfaction with Relevance of Coursework to Future Career Plans

Key Assessment #1 Pearson OAE Content Assessments and the Foundations of Reading OAE Assessment OAE Middle Grades Social Studies Areas of focus for the coming year include the following 0007 - U.S. History 1877 to 1929 0008 - U.S. History 1929 to present 0016 - Macroeconomics, international economics OAE Middle Grades Language Arts Areas of focus for the coming year -0001 - Foundations of reading development -0002 - Vocabulary and reading comprehension -0008 - Standard American English OAE Middle Grades Mathematics Areas of focus for the coming year -0001 - Numbers -0004 - Algebraic techniques and applications -0007 - Measurement applications OAE Middle Grades Science Areas of focus for the coming year -0014 - Hydrosphere -0016 - Solar system and the universe Key Assessment #2 ED 4220 Middle Level Teaching Principles, Practices, and Learning Final Exam Areas of Strength -Largest increase in scores for 1b - Knowledge of the Implications of Diversity on Young Adolescent Development 1c - Implications of

Young Adolescent Development for Middle Level Curriculum and Instruction Areas to Improve Evidence reflects the effectiveness of rewording and revising questions on the key assessment final exam prior to S21. Key Assessment #3 ED 6070 Reading and Literacy II Content Literacy Tools Integrated Unit Plan Areas of Strength -Criterion 3 Standards (AMLE Standard 2b) -Criterion 5 Student Resources and Accessible Text (Standard 4d) everyone is on target. Areas to Improve -Criterion 7 Lesson Formative Assessment (AMLE Standard 4c) -Criterion 11 Developmental Responsiveness (AMLE standard 1b) have the greatest number of acceptable as opposed to being on target. Key Assessment #4 ED 6250 MCE Internship Part I Methods ED 4410 MCE Internship Part II Student Teaching Assessment of Student Teaching Areas to Improve Pedagogy J. Data Guided Instruction – 6 candidates were Emerging. Pedagogy D. Differentiated Methods – 5 candidates were Emerging Pedagogy A. Focus for Learning Standards and Objectives/Targets – 4 candidates were Emerging. Key Assessment #5 ED 6090 Literacy Assessment & Intervention Impact on Student Learning Case Study Project Areas of Strength -Criterion 1 Assessment Area 1 Affective Factors (Standard 4a) -Criterion 4 Goals and Rationale (Standard 4) Areas to Improve -Criterion 5 Reading and Writing Integrated Lesson Plan Part 1 -Criterion 6 Reading and Writing Integrated Lesson Part 2 (Standard 1C) -Criterion 7 Lesson Plan Reflections /Impact on Student Learning (Standard 5a) Key Assessment #6 ED 6180 Assessment for Middle Childhood Education Data Based Decision Making Assignment Areas of Strength -Criterion 6 Materials list and Quality (4D) Areas to Improve -Criterion 1 FA Items and LTS align (4C) -Criterion 2 FA Quality (4C) -Criterion 3 FA Data Analysis (4C) -Criterion 5 LP Rationale -Criterion 8 LP Adolescent Development (AD) Connection (1C) -Criterion 9 Reflections (5A) -Criterion 10 Writing Key Assessment #7 ED 6420 Professional Seminar Middle Childhood Education Middle Level School Involvement, Families and Community Collaboration Log Areas of Strength -Criterion 4 – Families and Community Involvement (Standard 5c) – 96% scored at Target Areas to Improve -Criterion 5 Reflection (Standard 5d) – 83% scored at Target edTPA Indicated weaknesses - 2020 (avg. scored below the target of 3) -Rubric 10 - How does the candidate use evidence to evaluate and change teaching practice to meet young adolescents’ varied learning needs? -Rubric 13 - How does the candidate support focus students to understand and use the feedback to guide their further learning? -Rubric 14 - How does the candidate analyze young adolescents’ use of language to develop content understanding? Suggestions -All methods instructors read the commentary prompts/rubrics for edTPA. Email a handbook to them to make it easy to access. This would allow the instructors the information to integrate the material into their course. -Task 2 - identify those students earlier in the program who have trouble reflecting on their teaching in a way that brings about growth. Give the expectation to keep a journal (with structure) all throughout candidates’ student teaching year that would allow them to reflect. -View videos of teachers teaching in methods classes/use edTPA rubric to evaluate. Use past Ed TPA videos (with consent of past candidates) to allow current candidates to analyze different teaching styles/methods. -Science students seem to struggle more than other content areas - may be due to the demands for science in task 2. Focus more heavily on the “Inquiry” piece; candidates are having issues with implementing this requirement throughout courses and into their IU and lesson plans. CEHS Survey of Graduated Students -Candidates’ satisfaction with the program has greatly increased -As compared to the past, a significant number of candidates are more likely to recommend the program to others without

reservations -Candidates are much more pleased with the accuracy and quality of advising for the program than in the past

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. Based on 2020/2021 data, the program made the following adjustments -The faculty who teach courses during the same semester coordinated their course calendars to be attentive to key assessment assignments with similar due dates. Adjustments were made to due dates to decrease the stress on the candidates and to promote a higher level of quality. -The scoring of the key assessment rubrics was discussed regarding how the criteria of Target, Acceptable, Exceeds -Expectations, Meets Expectations, and Does Not Meet Expectations are being interpreted by the course instructors to ensure consistency and reliability. -The rubrics will be adjusted for more consistent language once the AMLE standards are updated. -Stronger emphasis was placed on inquiry and reflection in each of the methods courses to improve key components of both OAE and edTPA self-reflection task requirements. -EdTPA handbooks were provided to the instructors of the methods courses to increase their level of understanding of the edTPA and help them integrate the material more effectively into their courses.

V. SUPPORTING DOCUMENTS

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