Department: _Teacher Education_____

Report Preparer: _Dr. Barbara Clark_____

Program Name and Level: Elementary Education Bacc._____

Program Assessment Question	Response
1) **URL**: Provide the URL where the learning outcomes (LO) can be viewed.	http://web.ccsu.edu/teachered/programsoffered/elemed.asp).
2) **LO Changes**: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	There were no changes at this time to the Los. Assessments for the ELED BACC Cert. Program include:
3) **Strengths**: What about your assessment process is working well?	Candidates in the elementary education program undergo rigorous training and preparation for initial certification in the state of Connecticut. Analysis of 2013-2014 data from eight key assessments demonstrate the high level of preparedness of all our candidates, specifically in content knowledge, pedagogical and professional knowledge, skills, and dispositions, and student learning. There is a diverse set of assessments meeting the ACEI standards. Assessments include: *Praxis II-(Unit-Wide),Content Knowledge Course Rubric, Midpoint Planning Task, Student Teaching Evaluation, Student Teaching Exit Portfolio, Practicum Course Field Evaluations, and Professional Disposition Rubric.*
4) **Improvements**: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	Continuous improvement is important to the Elementary Education Division. Faculty reviews assessment results across departments in SPED, Reading and Language Arts, and Teacher Education. Faculty expressed a desire to continue conversations regarding interdisciplinary themes for an integrated content unit between cohort instructors (math, science, fine arts, literacy, social studies, practicum) to ensure that candidates develop skills and knowledge around global topics and interdisciplinary approaches to domain areas. Beginning in the spring semester of 2015 the midpoint assessment is changing to the Understanding by Design unit model focused on the teacher candidates skills and knowledge in planning and implementation (see CAEP http://caepnet.org/). Data reveals that candidates lack preparation in teaching English learners. In reviewing candidates' core courses the Division noted that strategies and methods for English learners are introduced in methods courses through

the study of differentiation, accommodations, and modifications. To provide further support for candidates' pedagogical knowledge and skills in working with English learners, various interventions and strategies specific to meeting the needs of English learners are now integrated into teacher candidates' lesson and unit planning, which are then transferred to field experiences in classroom placements with a high percentage of English learners. During the year of 2013-2014 many of the elementary methods course sections were taught in the field and professors and teacher candidates with teachers and principals working side by side with children that are English language learners. This immersion into the field has strengthened a deeper understanding of strategic strategies to implement with English language learners and broaden culturally relevant pedagogy.

For Each Learning Outcome (LO) complete questions 5, 6 and 7 (you may add more rows if you have more than 5 LOs): • **LO #1)** Possess strong content knowledge in the arts and sciences and content taught.	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	*Content Knowledge Course Rubric*
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.). If this differs by LO, provide information by LO.	Elementary Ed. Division Faculty
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Data suggests that our candidates would benefit from additional emphasis on content knowledge and pedagogical knowledge and skills related to teaching English learners, especially in planning differentiated instruction for this group of students. Data show that our teacher candidates demonstrate strong content knowledge, and pedagogical knowledge, skills, and dispositions to ensure a positive impact on student learning. A high percentage of candidates receive an overall high scores on items related to impact on student learning, especially in their field experiences and student teaching evaluations.
	Evidence(e.g., conclusion based on data in table x): Data from Fall 2013 to Spring 2014 show that teacher candidates demonstrate a solid foundation in content knowledge that directly influences their ability to plan, organize, and assess the efficacy of instruction for all students with diverse backgrounds. A high percentage of candidates received an overall high scores on items related to content knowledge in their methods courses, and on the final student teaching evaluation. While this may be the case, data also reveal gaps that have to be filled in order to accommodate the changes in state regulations as well as school needs. For

	example, in response to the changes in content areas on the PRAXIS II tests, the Division proposed additional credits to the social studies and elementary education methods courses, which was approved by the University Curriculum Committee and implemented beginning in the fall of 2013.
	For knowledge in **Social Studies**, analysis for all candidates reveals that 100% of candidates met standards for content knowledge, authenticity, disciplinary process, and creativity; 100% met standards for collaboration; and 100% of candidates met standard for reflection. An aggregated mean of 100.00% was found for candidates meeting standards in Social Studies. For knowledge in **Science**, analysis for all candidates reveals that standard was met by 97.56% for content knowledge; 100% for authenticity; 97.56% for disciplinary process; 97.56% for creativity; and 95.12% for collaboration and reflection. An aggregated mean of **%** was found for candidates meeting standards in Science. For knowledge in **Math**, analysis for all candidates reveals that standard was met by 100% for content knowledge; 100% for authenticity; 100% for disciplinary process; 100% for creativity; and 100% for collaboration and reflection. An aggregated mean of 100% was found for candidates meeting standards in Math. For knowledge in **Literacy**, analysis for all candidates reveals that standard was met by 100% for content knowledge; authenticity; disciplinary process; creativity; collaboration, and reflection. An aggregated mean of 100% was found for candidates meeting standards in Literacy. For knowledge in **Fine Arts**, analysis for all candidates reveals that standard was met by 100% for content knowledge; authenticity; disciplinary process; creativity; collaboration, and reflection. An aggregated mean of 100% was found for candidates meeting standards in Fine Arts.
	Changes: Due to the restructuring of the Teacher Education department, when the division of Elementary Education merges with the Reading department, all program LO's and assessments will be reviewed.
LO #2) Demonstrate the ability to communicate to diverse audiences	
5) **Assessment Instruments**: For each LO, what is the source of the	Student Teaching Evaluation: Section VII Student Diversity

data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.). If this differs by LO, provide information by LO.	Elementary Ed. Division Faculty
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: To provide further support for candidates' pedagogical knowledge and skills in working with English learners, various interventions and strategies specific to meeting the needs of English learners are now integrated into teacher candidates' lesson and unit planning, which are then transferred to field experiences in classroom placements with a high percentage of English learners. Teacher candidates met both state and ACEI standards.
	Evidence(e.g., conclusion based on data in table x): Data demonstrates that 78% of our teacher candidates demonstrate a strong professional and pedagogical knowledge, skills, and dispositions that prepare them to work with diverse learners. Data also reveal that candidates lack preparation in teaching English learners. In reviewing candidates' core courses the Division noted that strategies and methods for English learners are introduced in methods courses through the study of differentiation, accommodations, and modifications.
	Changes: In reviewing candidates' core courses the Division noted that strategies and methods for English learners will be continued to be reinforced in methods courses and in field experiences in local schools.
• **LO #3)** Demonstrate the ability to engage in habits of critical thinking and problem solving.	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Midpoint Planning Task
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin.	Elementary Ed. Division Faculty

assistant, etc.). If this differs by LO, provide information by LO.	
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: The Division faculty implemented several changes that would further enrich candidates' performance and enhance the program. Examples of these changes include: 1) the Understanding by Design (UbD) protocol in EDEL 322 and EDEL 420 methods courses that includes two sequenced lessons taught in the field classroom to collect and analyze data on student achievement; 2) revised candidates' lesson plan format to include written plans and reflections on practice related to research based differentiation strategies (specifically those for English learners, classroom environment and culturally responsive teaching strategies); and 3) in-depth course experiences and assignments with more emphasis on data driven instructional practices and reflection utilizing technology. Overall with the exception of the area, *standard for lesson objectives and rationale*, there has been an overall increase in scores including a significant increase in critical thinking and problem solving in planning modifications and accommodations and assessment on the mid-point planning task. Specific areas that need to improve include lesson objectives and use of technology.
	Evidence(e.g., conclusion based on data in table x): Midpoint judgments: The scorers using the pass/fail standard, score 77.27% if the teacher candidate's performance as passing. In the professional judgment of the scorers, 81.82% of the teacher candidates passed the midpoint.
	Changes: Currently the ELED Division is planning on changing the midpoint planning task assessment to a Unit Midpoint Planning Task and Rubric in order to align with new CAEP (http://caepnet.org/) standards, specifically planning and implementation.

• **LO #4)_** Demonstrate the ability to apply knowledge of human development across the lifespan._____	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	*Praxis II-(Unit-Wide)*
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.). If this differs by LO, provide information by LO.	Elementary Ed. Division Faculty
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Analysis of these data indicates that a large percentage of candidates reached competency in the areas measured by the Praxis II exam.
	Evidence(e.g., conclusion based on data in table x): Overall, Elementary Education teacher candidates met ACEI standards: 96.27% passed Reading/Lang Arts, 77.91% passed Social Studies, 79% passed Math, 83.72% passed Science and 100% Principles of Learning Praxis tests. Since Praxis II is aligned with all the ACEI standards there is a high probability that those who passed the test met ACEI standards in all categories (see Attachment A)**.**
	Changes: Due to the continued changes to Praxis Tests the ELED Division plans to discuss strategies to support our ELED teacher candidates.
• **LO #5)** Demonstrate respect for all learners. _____	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Student Teaching Evaluation: Section I, Questions 3 and 6: Fostering a Learning Community and Promoting Engagement and Shared Responsibility for Learning in order to promote a learning environment of fairness and sensitivity to individual differences.

6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.). If this differs by LO, provide information by LO.	Elementary Ed. Division Faculty
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: During the year of 2013-2014 many of the elementary methods course sections were taught in the field and professors and teacher candidates with teachers and principals working side by side with children that are English language learners. This immersion into the field has strengthened a deeper understanding of strategies to implement with English language learners and broaden culturally relevant pedagogy.
	Evidence (e.g., conclusion based on data in table x): Data show that our teacher candidates met acceptable standards for content knowledge, and pedagogical knowledge, skills, and dispositions to ensure a positive impact on student learning. 79% of teacher candidates met standards to impact respect for all learners (Question 3 & Question 6), in their field experiences and student teaching evaluations.
	Changes: Due to the restructuring of the Teacher Education department, when the division of Elementary Education merges with the Reading department, the Student Teacher Evaluation will be reviewed.

Interim reports: append clearly labeled supporting data tables, organized by LO

• **LO #6)** Understand the learning process and apply instructional and assessment strategies and technologies to facilitate learning. _____	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Student Teaching Exit Portfolio
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.). If this differs by LO, provide information by LO.	Elementary Ed. Division Faculty
7) **Results**: Since the most recent full report, state the conclusion(s) drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	Conclusion: Data analysis reveals that student teachers have not only performed extremely well on the majority of items assessed in the Exit Portfolio assessment, but the percentage scoring in target and acceptable ranges has improved from previous years. Providing student feedback and analyzing data are areas of growth for which the faculty would like to see candidates make progress. The faculty has been responding to these data by designing additional interventions in prior methods courses to facilitate candidate growth particularly in these areas. However, analysis of the portfolio data overall is strong evidence that teacher candidates are meeting ACEI standards.
	Evidence(e.g., conclusion based on data in table x): • 85.36% scored in target or acceptable ranges for rubric item 1: *Analysis of Pre-assessment data and contextual information to plan instructional sequence* • 97.56% scored in the target and acceptable ranges for item 2: *Planning for learning*; • 97.56% scored in the acceptable or target range for rubric item 3: *Use of technology and resources*; • 97.56% scored in target and acceptable ranges for three items: 4: *Differentiated strategies*, • 97.56% scored in the target or acceptable ranges for the rubric items 5: *Monitoring and adjusting*, and 10: *Reflection and Adjustment for future*. • 59.76% scored in the acceptable and target ranges for rubric item 6: *Provide Student Feedback* • 95.13% scored in target and acceptable ranges for 7: *Documents and analyzes relevant data to*

	evaluate data and communicate progress, • 95.13% scored in target and acceptable ranges for 8: *Design/Analysis of Summative Assessment*. • 96.34% scored in target or acceptable ranges for rubric item 9: *Analysis/Reflects on Video Data to Adjust Practice*. • 95.12% scored in target or acceptable ranges for rubric item 10: *Reflection on Process of Teaching*. The mean score was 91.71% of teacher candidates met standards.
	Changes: Given the changes in the certification requirement for Connecticut teachers the Student Teaching Exit Portfolio is aligned with the Teacher Education and Mentoring Program and the revised Connecticut Common Core of Teaching. In addition the Student Teaching Seminar course is addressing the exit portfolio areas with sessions on new topics. The topics include data team concepts as related to SMART goals, a focus on pre-assessment strategies to design unit/instruction and analyzing this data to support future instruction. Due to the restructuring of the Teacher Education department, when the division of Elementary Education merges with the Reading department, the Exit Portfolio assessment will be reviewed.

• **LO #7)** Collaborate with colleagues, families, and school communities.	
5) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Student Teaching Evaluation: Section VI Question 3: Professional Collaboration/Communication
6) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.). If this differs by LO, provide information by LO.	Elementary Ed. Division Faculty
7) **Results**: Since the most recent full report, state the conclusion(s)	Conclusion: Finally, while data from the Student Teaching Evaluation demonstrate that a high percentage of candidates have strong ability to accurately record and examine data; interpret and prepare responses to affect

drawn, what evidence or supporting data led to the conclusion(s), and what changes have been made as a result of the conclusion(s).	student learning through thoughtful connections; utilize knowledge about learning and teaching behaviors; and prioritize learning for all students with logical analysis and writing, teacher candidates need more experience with collaboration with families and communities. The Division recognizes the need to build on candidates' abilities to positively impact the learning of students with diverse backgrounds. Consequently, the Division successfully piloted a ***CCSU School Apprenticeship Program*** (S.A.P.), which is offered by the elementary education program in partnership with the departments of reading and language arts and special education. This program was designed to offer candidates over 200 hours of field experience in schools. Candidates work on school and community-based issues exploring critical themes with children, university faculty, artists, scientists and teacher/community teams in an apprenticeship model. Curriculum and assignments are assessed for effectiveness every semester, and changes are made, as needed by the cohort Division instructor. We currently have a third cohort in their first semester. The S.A.P. program was received positivity and with great enthusiasm by the teacher candidates. Looking to the future as the Elementary Education Program moves to the Reading Department the S.A.P. program will be reviewed and future programming will be evaluated and considered.
	Evidence (e.g., conclusion based on data in table x): Student Teaching Evaluation: Section VI Question 3: Professional Collaboration/Communication 78% of teacher candidates met standards.
	Changes: Due to the restructuring of the Teacher Education department, when the division of Elementary Education merges with the Reading department, all program LO's and assessments will be reviewed.

B.S. ELED CERTIFICATION FALL 2013 - SPRING 2014 ASSESSMENT REPORT

Department of Teacher Education

ACEI STANDARD
DEVELOPMENT, LEARNING AND MOTIVATION
1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
CURRICULUM STANDARDS
2.1 Reading, Writing, and Oral Language--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2.2 Science--Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science.
2.3 Mathematics--Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation.
2.4 Social studies--Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts--Candidates know, understand, and use – as appropriate to their own understanding
and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual
arts as primary media for communication, inquiry, and engagement among elementary students.

2.6 Health education--Candidates know, understand, and use the major concepts in the subject
matter of health education to create opportunities for student development and practice of skills that contribute to good
health.

2.7 Physical education--Candidates know, understand, and use—as appropriate to their own understanding and skills—
human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life
for elementary students.

INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement
instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and
community.

3.2 Adaptation to diverse students--Candidates understand how elementary students differ in
their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

ACEI STANDARD
3.3 Development of critical thinking and problem solving--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
3.4 Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
3.5 Communication to foster collaboration--Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
ASSESSMENT STANDARDS

4.0 Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM STANDARDS

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies--Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.