CCSU

Central Connecticut State University

PROGRAM REPORT SUMMARY

Department: Literacy, Elementary, and Early Childhood Education	Report Type: SUMMARY
Program Name: Elementary Education	Program Award Level: BS
Report Preparer: Michael Bartone, Program Coordinator	Academic Year: 2018-19
Program Structure: Accredited	Date Report Completed: 9/27/2019
Accreditation Agency: CT-State Department of Education (CSDE)	Date Next Self Study Due to Agency:

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	https://www.ccsu.edu/leece/learningOutcomes.html

2) **Assessment Instruments**: What data/evidence, other than GPA, are used to assess the stated Objective/Outcome? e.g., capstone course, portfolio review, licensure examination, etc.)	**Lesson Planning** is an evaluation of candidates' pedagogical knowledge. Candidates are expected to develop the next lesson plan in the sequence based on their analysis of the contextual information, lesson overview, and two students' work provided. The lesson plan should be appropriate for the whole class but also meet the needs of the two assigned students. The **Mini-Unit Plan** evaluates candidate content knowledge in Reading, Writing, and Oral Language; Science, Mathematics, Social Studies, The Arts, Health Education, and/or Physical Education. For example, the mini-unit plan in Reading and Language Arts demonstrates candidate competence in use of English language arts—knowledge, understanding, and use of 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. In science, candidate is expected to demonstrate knowledge, understanding, and use of fundamental concepts of physical, life, and earth/space sciences. Candidate designs and implements age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science. The **Final Student Teaching Evaluation** of candidates in the program is a 38-item assessment instrument addresses nine categories: <u>I. Classroom Environment</u>; <u>II. Planning</u>; <u>III. Instruction</u>; <u>IV. Assessment of Learning</u>; <u>V. Communication</u>; <u>VI. Professionalism</u>; <u>VII. Student Diversity</u>; <u>VIII. Self-evaluation and Reflection</u>; and <u>IX. Knowledge in Content Areas: English, reading, writing, language arts, mathematics, social studies, art, and health</u>. It is based on the Connecticut Common Core of Teaching (CCCT) and aligned with Connecticut's Teacher Education and Mentoring (TEAM) guidelines and the ACEI standards.
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).	Faculty

4) **Results**: Since the most recent full report, list:
   a. The conclusion(s) drawn, noting strengths and weaknesses.
   b. The changes that were or will be made as a result of those conclusion(s).
	Proprietary assessment results (i.e., Praxis II, Connecticut Reading Foundation Test, and edTPA) demonstrate candidates' content knowledge, pedagogical skills, and professional disposition. Overall, data from multiple program-created assessments (i.e., Mini-Unit Plan, Lesson Planning, and Final Student Teaching Evaluation) show candidates' performance at "acceptable" to "target" level in all areas being evaluated with group average score ranging from 2.7/3.0 to 2.9/3.0. The overall average score from multiple assessments for each LO is 2.8/3.0. However, there are areas where candidates can benefit from additional experiences, practice, and support. The program has developed additional course-embedded opportunities for candidates to develop their competencies in developing essential questions and objectives that align to content standards; hone their content pedagogical knowledge and skills and ability in the disciplines; implement various units and/or lessons to demonstrate their competence in integrating and applying knowledge for instruction that support diverse learners; and sharpen their ability to use formal and informal assessment strategies to plan, evaluate, and strengthen instruction, and to self-evaluate and use feedback to support student learning.

5) **Strengths**: What about your assessment process is working well?	Program assessments and rubrics are aligned with the Association for Childhood Education International (ACEI) professional standards for elementary education, and meet the CSDE initial teacher certification requirements. Decisions about candidate performance are based on multiple assessments before program completion. Faculty are involved in the design, implementation, and evaluation of assessments and rubrics. Data is regularly examined and used for improvement of program and courses. Effects of any changes in program and courses based on data are also assessed to assure that changes have positive impact on program and candidate learning.
6) **Improvements**: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)	Candidates are required to pass state mandated assessments (i.e., Praxis II, Connecticut Reading Foundation Test, and edTPA) in order to be eligible for an initial teaching certificate in the state of Connecticut. In addition, SEPS teacher preparation programs have piloted a common disposition assessment, the Educator Disposition Assessment (EDA) in spring 2019. All this, including the change in our professional standards from ACEI to CAEP Standards for Elementary Education complicate our assessment process.

	The program will continue to examine a common framing tool for use in analyzing, designing, and implementing a more coherent assessment process. In addition, the following actions are currently in progress: • Aligning of key assessments and rubrics to the CAEP Standards for Elementary Education. • Examining the validity and utility of data produced through its key assessments to ensure fairness, accuracy, and consistency of its assessment procedures. • Involving faculty representations from content majors as well as adjunct faculty (i.e., university supervisors) in regularly scheduled program meetings focusing on the development and implementation of a coherent assessment process.

DATA TABLE by LEARNING OBJECTIVES
Fall 2018/Spring 2019

NOTE: Go to our 2017-2018 Full Assessment Report for complete key assessments with rubrics.

		N = PARTICIPANTS		N/R = NO RECORD		MS = MEAN SCORE		
LEARNING OUTCOMES	**ASSESSMENTS**	**Fa18 N**	**MS**	**Sp19 N**	**MS**	**Fa18/Sp19 N**	**MS**	**MEAN AVERAGE**
LO #1: *Candidates know, understand, and use the major concepts, principles, theories, and*	Mini-Unit Plan	10	2.8/3.0	N/R	N/R	10	2.8/3.0	**2.8/3.0**
	Lesson Planning	37	3.0/3.0	25	2.9/3.0	62	3.0/3.0	
research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. (**ACEI Domain 1: The Learner and Learning**)	Final Student Teaching Evaluation	38	2.4/3.0	37	2.9/3.0	75	2.7/3.0	
LO #2: *Candidates demonstrate knowledge and understanding of curriculum standards and content in English language arts, science, mathematics, social studies, the arts, health education, and physical education.* (**ACEI Domain 2: Curriculum, Content, and Pedagogical Knowledge**)	Mini-Unit Plan	10	2.7/3.0	N/R	N/R	10	2.7/3.0	**2.8/3.0**
	Lesson Planning	37	3.0/3.0	25	2.7/3.0	62	2.9/3.0	
	Final Student Teaching Evaluation	38	2.4/3.0	37	2.9/3.0	75	2.7/3.0	
LO #3: *Candidates demonstrate competence in integrating and applying knowledge for instruction that support diverse learners.* (**ACEI Domain 3: Instruction for Active Learning**)	Mini-Unit Plan	10	2.7/3.0	N/R	N/R	10	2.7/3.0	**2.8/3.0**
	Lesson Planning	37	3.0/3.0	25	2.7/3.0	62	2.9/3.0	
	Final Student Teaching Evaluation	38	2.4/3.0	37	2.9/3.0	75	2.7/3.0	
LO #4: *Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction.* (**ACEI Domain 4: Assessment**)	Mini-Unit Plan	10	2.8/3.0	N/R	N/R	10	2.8/3.0	**2.8/3.0**
	Lesson Planning	37	2.8/3.0	25	2.8/3.0	62	2.8/3.0	
	Final Student Teaching Evaluation	38	2.5/3.0	37	3.0/3.0	75	2.8/3.0	

End of Report