PROGRAM SUMMARY

Department: Literacy, Elementary, and Early Childhood Education

Report Preparer: Dr. Michael Bartone, Assistant Professor & Program Coordinator

Program Name and Level: Bachelor of Science in Elementary Education

Program Assessment Question	Response
URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://www.ccsu.edu/leece/learningOutcomes.html
Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	The program was modified to meet the BOR mandated 120 credits for undergraduate programs. The modified program was implemented in fall 2017. Beginning of spring 2017 course syllabi were revised. Since then, program faculty have been working on key program assessments and rubrics to align to the CAEP Elementary Education Teacher Preparation Standards (CAEP is still working on the draft standards; if approved the standards are projected to be released in spring 2018) and edTPA expectations. Once finalized, key assessments and rubrics will be posted on TaskStream. Since 2015-2016, except in Student Teaching, no key assessment has been uniformly implemented in the program. Thus the only data we have currently is from the student teaching assessment in the last two years.
3) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Faculty

4) **Results**: Since the most recent full report, list a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	The faculty will continue the development and pilot implementation of key assessments and rubrics. We anticipate that key assessments and rubrics will be finalized in spring 2018 when the new CAEP Elementary Education Teacher Preparation Standards are released.
5) **Strengths**: List ways in which your assessment process is working well.	n/a
6) **Improvements**: List ways in which your assessment process needs to improve (a brief summary of changes to assessment plan can be reported here).	n/a

---

PREAMBLE and Highlights
1) **Brief description about the program.** The teacher preparation program in elementary education (grades 1 through 6) prepares beginning teachers to become highly knowledgeable about subject matter and pedagogy; and critically reflective, responsive, passionate, compassionate, and committed to meeting the learning needs of all children with diverse, cultural, socioeconomic and linguistic backgrounds.
2) **Most significant changes made to the program, curricular or programmatic, <u>based on results from assessment activities.</u>** None.

SECTION 1-LEARNING OUTCOMES (LO)
LO #1: *Candidates use their understanding of each child's developmental and learning needs, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each learner with equitable access to high quality learning.*
LO #2: *Candidates plan and adapt instructional sequences to promote a full range of competencies for every learner based on knowledge of each child, educational goals, instructional practices, disciplinary knowledge, and student assessment.*
LO #3: *Candidates design, compose, select, adapt and administer formative, summative, and performance-based assessments*

appropriately to gather data on student learning and engagement.
LO #4: *Candidates conduct themselves professionally at all times in accordance to the Connecticut Code of Professional Responsibility for Teachers, Section 10-145d-400a of the Regulations of Connecticut State Agencies.*
LO #5: *Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies for grades 1-6.*
LO #6: *Candidates make informed decisions about instruction guided by knowledge of children and assessment of student learning that result in the use of variety of effective instructional practices.*
LO #7: *Candidates use a variety of communication strategies to interact effectively with learners, families, and colleagues as well as work collaboratively with colleagues, mentors, and school leaders in a professional way.*

SECTION 2-FINDINGS
Multiple elements within the Student Teaching Assessment Rubric show evidence of candidates' high-level performance (94.88%-99.0%) in meeting each of the learning objectives.

SECTION 3 – ANALYSIS
Based on four data cycles (fall 2015, spring 2016, fall 2016, spring 2017) it appears that all candidates in the program are performing at proficiency level in each of the components of the Student Teaching Assessment Rubric. Trend shows consistent level of performance throughout the four semesters, which averages between 94.88% and 99.0%.

SECTION 4 –USE OF RESULTS
The program faculty are in process of developing "new" key assessments and rubrics that will align to the CAEP Elementary Education Teacher Preparation Standards and meet edTPA expectations.

SECTION 5 GENERAL EDUCATION (if applicable) N/A

SECTION 6- ASSESSMENT PLAN
The program faculty will continue to develop and pilot "new" key assessments and rubrics that will align to the CAEP Elementary Education Teacher Preparation Standards and meet edTPA expectations. Once finalized, key assessments and rubrics will be posted on TaskStream.

APPENDIX
The Student Teaching Assessment rubric and data are posted on SEPS TaskStream.

SUMMARY DATA TABLE by LEARNING OBJECTIVES
Fall 2015-Spring 2016/Fall 2016-Spring 2017

LEARNING OBJECTIVES	ASSESSMENTS		FALL 2015 – SPRING 2016			FALL 2016- SPRING 2017			MEAN AVERAGE
			N	SCORE	AVE	*N*	SCORE	AVE	
LO #1: *Candidates use their understanding of each child's developmental and learning needs, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each learner with equitable access to high quality learning.*	Student Teaching Evaluation	Lesson Objective	72	94.80%	**94.29%**	74	93.57%	**95.47%**	**94.88%**
		Management of Routines	72	92.39%		74	95.69%		
		Fostering a Learning Community	72	97.98%		74	98.28%		
		Sequence of the Lesson	72	98.16%		74	96.05%		
		Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson	72	94.44%		74	96.45%		
		Meeting the Needs of All Learners by Differentiating Instruction	72	87.97%		74	92.79%		
LO #2: *Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies for grades 1-6.*	Student Teaching Evaluation	Lesson Objective	72	94.80%	**96.06%**	74	93.57%	**96.46%**	**96.26%**
		Sequence of the Lesson	72	98.16%		74	96.05%		
		Lesson Planning	72	96.75%		74	97.62%		
		Knowledge of Content Areas	72	95.58%		74	98.50%		
		Curriculum Integration Connections	72	95.02%		74	96.54%		
LO #3: *Candidates plan and adapt instructional sequences to promote a full range of competencies for every learner based on knowledge of each child, educational goals, instructional practices, disciplinary knowledge, and student assessment.*	Student Teaching Evaluation	Sequence of the Lesson	72	98.16%	**95.42%**	74	96.05%	**96.82%**	**96.12%**
		Lesson Planning	72	96.75%		74	97.62%		
		Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson	72	94.44%		74	96.45%		
		Methods	72	94.74%		74	98.12%		
		Monitors Student Learning	72	94.04%		74	96.05%		
		Monitors Student Understanding	72	94.38%		74	96.6%		
LO #4: *Candidates design, compose, select, adapt and administer formative, summative, and performance-based assessments appropriately to gather data on student learning and engagement.*	Student Teaching Evaluation	Student Learning, Instruction, and Data Collection	72	93.74%	**94.54%**	74	96.4%	**96.29%**	**95.42%**
		Monitors Student Learning	72	94.04%		74	96.05%		
		Monitors Student Understanding	72	94.38%		74	96.6%		
		Providing Feedback that Focuses on Content and Assists Students in	72	94.54%		74	96.10%		

		Improving Their Performance							
LO #5: *Candidates make informed decisions about instruction guided by knowledge of children and assessment of student learning that result in the use of a variety of effective instructional practices.*	Student Teaching Evaluation	Promoting Engagement and Shared Responsibility for Learning	72	94.19%	**94.81%**	74	95.49%	**95.99%**	**95.4%**
		Sequence of the Lesson	72	98.16%		74	96.05%		
		Lesson Planning	72	96.75%		74	97.62%		
		Meeting the Needs of All Learners by Differentiating Instruction	72	87.97%		74	92.79%		
		Material Usage During Instruction	72	97.07%		74	95.85%		
		Methods	72	94.74%		74	98.12%		
LO #6: *Candidates use a variety of communication strategies to interact effectively with learners, families, and colleagues as well as work collaboratively with colleagues, mentors, and school leaders in a professional way.*	Student Teaching Evaluation	Communication During Initiation	72	97.96%	**97.10%**	74	97.98%	**97.47%**	**97.29%**
		Communication During Closure	72	96.85%		74	97.16%		
		Promotes Independent Thinking through Questioning	72	91.45%		74	93.31%		
		Oral and Written Language	72	99.08%		74	98.53%		
		Professional Collaboration/Communication with Others	72	98.24%		74	98.28 %		
		Professional Collaboration in Data Team Setting	72	96.56%		74	97.01%		
		Use of Communication Technology	72	99.55%		74	100%		
LO #7: *Candidates conduct themselves professionally at all times in accordance to the Connecticut Code of Professional Responsibility for Teachers, Section 10-145d-400a of the Regulations of Connecticut State Agencies.*	Student Teaching Evaluation	Oral and Written Language	72	99.08%	**99.06%**	74	98.53%	**98.94%**	**99.0%**
		Professional Attitude Toward Teaching and Dependability	72	96.66%		74	96.15%		
		Professional Attire	72	100%		74	100%		
		Maintaining Confidentiality	72	100%		74	100%		
		Use of Communication Technology	72	99.55%		74	100%		