



PROGRAM REPORT SUMMARY

Department: Technology & Engineering Education	Report Type: SUMMARY
Program Name and Level: Technology & Engineering Education K-12	Program Award Level: BS
Report Preparer: J. DeLaura	Academic Year: 2018-19
Program Structure: Accredited	Date Report Completed: 10/31/2019
Accreditation Agency: CAEP	Date Next Self Study Due to Agency:

Program Assessment Question	Response
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	www.ccsu.edu/Teched/learningOutcomes.html
2) Assessment Instruments: What data/evidence, other than GPA, are used to assess the stated CCSU General Education Objective/Outcome? e.g., capstone course, portfolio review, licensure examination, etc.)	Senior Capstone Course. PRAXIS II Content Exam. edTPA – Student Teaching Experience
3) Interpretation: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).	Faculty interprets and grades capstone experience. ETS provides scores for Content Exam - edTPA is sent out for external review
4) Results: Since the most recent full report, list: a. The conclusion(s) drawn, noting strengths and weaknesses.	Sr. Capstone results have consistently shown high passing scores. Close work with a faculty advisor is a strength of the work. No changes anticipated at this point. PRAXIS II Exam pass rates are consistently very good with only one retake required in the past two years.

<p><i>b.</i> The changes that were or will be made as a result of those conclusion(s).</p>	<p>Recent edTPA results have all met or exceeded passing criteria.</p>
<p>5) Strengths: What about your assessment process is working well?</p>	<p>The current assessment program, now in its second year appears to meet or exceed assessment criteria for each category.</p>
<p>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)</p>	<p>Additional student data to be collected over time prior to evaluation of the overall program.</p>

APPENDIX

EVIDENCE FOR MEETING STANDARDS

The key assessments for this section are required of all candidates and demonstrate candidate mastery of the SPA standards. The concepts in the SPA standards are apparent in the assessments and in the scoring guides/rubrics to the same depth, breath, and specificity as in the SPA standards.

For Each Learning Outcome (LO) complete questions 1, 2 and 3: Many programs have a large number of LOs, please limit the report to no more than five.	
LO 1.	
<p>1.1) Assessment Instruments: 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.)</p>	<p>LO # 1: PRAXIS II, STUDENT TEACHING, TE 399, TE 400 Praxis II Examination required of all students for certification. Disposition instrument filed for each enrolled student with the School of Education & Professional Studies.</p> <p>Assessment: PRAXIS examination scores are review for each student as reported to the university certification officer. Faculty review area scores for indications of appropriate curricular topics.</p> <p>TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.</p> <p>Assessment: Journal and student portfolio are reviewed by individual faculty with an appropriate rubric for the designated class. Disposition instrument filed for each enrolled student with the School of Education & Professional Studies.</p> <p>Assessment: Student Teaching Rubric is review for each student completing the experience. Student, Faculty supervisor and cooperating teacher review the Rubric at the mid-term and final points.</p>
<p>1.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Faculty Supervisor, Cooperating Teacher and Certification Officer.</p>
<p>1.3) Results: Since the most recent full report, list:</p> <p>a. The conclusion(s) drawn</p> <p>b. The changes that were or will be made as a result of those conclusion(s)</p>	<p>Conclusion:</p> <p>Changes: No changes anticipated at this time.</p>
LO 2.	

<p>2.1) Assessment Instruments: 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.)</p>	<p>Assessment: PRAXIS examination scores are review for each student as reported to the university certification officer. Faculty review area scores for indications of appropriate curricular topics.</p> <p>TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.</p> <p>Assessment: Journal and student portfolio are reviewed by individual faculty with an appropriate rubric for the designated class.</p> <p>Disposition instrument filed for each enrolled student with the School of Education & Professional Studies.</p> <p>Assessment: Student Teaching Rubric is review for each student completing the experience. Student, Faculty supervisor and cooperating teacher review the Rubric at the mid-term and final points.</p> <hr/> <p>Data recorded using Taskstream program.</p> <hr/> <hr/>
<p>2.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Interpretation: Faculty, TE 399/TE 400 – Reflective Journal, Student Portfolio of Classwork and lesson preparation.</p>
<p>2.3) 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)</p>	<p>Conclusion: Continue to collect appropriate data. Data collection results to be reported by Taskstream information.</p> <hr/> <p>Changes: No changes anticipated at this time.</p>
<p>LO 3:_____</p>	
<p>3.1) 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.)</p>	<p>STUDENT TEACHING, TE 215,TE 399, and TE 400</p> <p>Weekly reflective journal submitted. Formal assessment tool prepared by the Office of Field Services at mid-term and final sessions of student teaching e.</p> <p>Data recorded using Taskstream program.</p>
<p>3.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).</p>	<p>Faculty supervisor, Cooperating Teacher and Certification Officer. Rubric may be reviewed by appropriate faculty members.</p>

3.3) 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)	Conclusion: Begin to collect data using TaskStream program.
	Changes: No changes anticipated at this time.
LO 4.	
4.1) 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.)	Reflective Journal, Student Portfolio of classwork and lesson preparation.
4.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Assigned faculty.
4.3) 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)	Conclusion: Continue review of data collection process.
	Changes: No anticipated changes at this time.
LO 5.	
5.1) 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.)	Reflective journal, Student portfolio of classwork and lesson preparation and presentation.
5.2) Interpretation: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.).	Assigned faculty.
5.3) 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)	Conclusion: Continue review of data collection process.
	Changes: No anticipated changes at this time.

SUMMARY DATA TABLE BY LEARNING OBJECTIVES

AY 2018-2019

T = TARGET (3)

A= ACCEPTABLE (2)

U = UNACCEPTABLE

MS= MEAN SCORE

N= PARTICIPANTS

LEARNING OBJECTIVES	T	A	U	MS	N
LO #1: <i>Teach/Assess basic knowledge and skills in TEE</i>	25	5	0	80% T 20% A	32
LO #2: <i>Assess student acquisition of age appropriate technology & engineering concepts</i>	36	4	0	89% T 11% A	38
LO#3: <i>Plan & maintain a safe learning environment and demonstrate skills to operate equipment and materials safely.</i>	24	4	0	86% T 14% A	28
LO#4: <i>Demonstrate ability to design standards based student challenges; integrate studies of STEM subjects.</i>	15	4	0	74% T 26% A	22
LO#5: <i>Demonstrate ability to adjust instructional approaches, to manage disparate student activities, and to administer assessments.</i>	25	5	0	80% T 20% A	22

**Data Chart
Technology Education
Baccalaureate Candidate Performance on Praxis II**

Degree	Test Code	Test Name	Cohort Year *	Number Taking Praxis II	Number Passing Praxis II	Pass Rate
BSED	ETS5051	TECHNOLOGY EDUCATION	2014-2015	10	10	100%
BSED	ETS5051	TECHNOLOGY EDUCATION	2015-2016	7	7	100%
BSED	ETS5051	TECHNOLOGY EDUCATION	2016-2017	7	7	100%

*Pass rates are from the completion year of the cohort, not follow up years.

DEGREE	TEST CODE	TEST NAME	COHORT YEAR	NUMBER TAKING PRAXIS II	NUMBER PASSING PRAXIS II	PASS RATE
BSED	ETS5051	TECHNOLOGY EDUCATION	2017-2018	15	15	100%
edTPA		TECHNOLOGY EDUCATION	2017-2018	8	8	100%

Cooperative Teacher feedback for Field Experience

Rate the quality of your Teacher Candidate's performance by circling the appropriate box below:

CCSU Teacher Candidate's (TC) Name: _____

Cooperative Teacher's Name: _____

Exceeds Expectations	The TC <i>always</i> demonstrates: (a) professional conduct (i.e., attends as scheduled, dresses appropriately) (b) assertiveness (i.e., takes initiative in being involved in assisting in the classroom, adds value to the activities of the classroom); (d) connectiveness (is able to connect with my students and me, is comfortable communicating professionally with my students).
Meets Expectations	The TC <i>consistently</i> demonstrates: (a) professional conduct (i.e., attends as scheduled, dresses appropriately, (b) assertiveness (i.e., takes initiative in being involved in assisting in the classroom, adds value to the activities of the classroom); (d) connectiveness (is able to connect with my students and me, is comfortable communicating professionally with students).
Does Not Meet Expectations	The TC <i>inconsistently</i> demonstrates: (a) professional conduct (i.e., attends as scheduled, dresses appropriately, (b) assertiveness (i.e., takes initiative in being involved in assisting in the classroom, adds value to the activities of the classroom); (d) connectiveness (is able to connect with my students and me, is comfortable communicating professionally with students).

Other relevant comments:

FIELD EXPERIENCE CHECKLIST (to be included in your portfolio for our course)

- Documentation of 20-hour field experience
- School supervisor feedback
- **Field experiences papers:**
 - daily field logs
 - first days field analysis paper
 - final field analysis paper
- **Field experience curriculum material:** Include a **cover page** explaining what you have collected and include a sample of student work summarized or captioned appropriately as well as pictures, teacher handouts, and any other material that reflect what you have learned from your field experience.

End of Report