Program: School of Education & Human Development Undergraduate Teacher Education Programs
Education including Early Childhood Education, Middle Childhood Education, Intervention Specialist
Assessed by: Department Faculty
Date/Cycle of Assessment:
Reporting cycle of Academic Year 2019-2020
Mission Statement:

The mission of the department of education at Malone University is in collaboration with the liberal arts faculty and PreK-12 educational partners, to provide a biblically based education which prepares knowledgeable, reflective, collaborative educators committed to serving others in order that all individuals may learn and develop to their fullest potential and interact with each other and their environment with respect, compassion, and fairness.

Program Goals

1. Prepare teacher candidates (students) to become highly qualified classroom teachers including meeting licensure requirements as well as developing an awareness of the importance of ongoing professional development.

2. Encourage teacher candidates (students) to think critically about who they are as individuals, their experiences, their cultural heritage, and broaden that knowledge and perspective to support the learning of all children regardless of race, culture, gender, socioeconomic status, creed, or ability.

3. Promote an understanding of how a biblical worldview can inform every area of life, including professional practice as a classroom teacher.

MALONE UNIVERSITY Annual Assessment Report

Department:	**Education**
Program(s):	**Education – Early Childhood Education (ECE), Middle Childhood Education (MCE), Intervention Specialist (IS)**
	Data reflective of candidate preparation by the education department for the Multi-age Music and Adolescent Young Adult Licensure programs has been reported where appropriate
Prepared by:	*Dr. Jennifer Webb- Chair, and Mrs. Sara Burke- Coordinator of Data and Licensure*
Time Period Covered:	**Fall 2019 – Spring 2020**
Submission Date:	**October 2020**

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Demonstrate the ways in which a **Christian worldview** informs educational practice.	Philosophy of Education paper first developed in EDUC 112 Foundations of Education and revisited in EDUC 460 Student Teaching Seminar. Candidates are asked to consider	Senior candidates capstone Philosophy of Education Paper during 2019-20 academic year as compared to program entry philosophy paper: n=17	The benchmark criterion was exceeded with 100% of candidates achieving the target measuring Christian worldview as well as teaching and student learning.

	beliefs about their worldview and professional practice including: A. How will your faith influence what and how you teach? B. How can you ethically share your faith with your students? C. What difficulties do you anticipate as a teacher in a secular setting? D. Revisit paper included: How beliefs were changed, and or affirmed Benchmark Criterion Comparison of candidates' grades on initial and revision according to rubric will reveal that at least 85% of senior candidates will achieve target on the rubric.	As freshman, % achieving rubric target (EDUC 112): Part 1: achieved target on every criterion of the rubric which measured Christian worldview; over 80% Part 2: achieved target on each criterion which measured teaching and student learning; over 80% As seniors, % achieving rubric target (EDUC 460): 100% achieved target or exemplary on each of the criterion; 100% of the candidates scored at the exemplary level for how their beliefs were changed	Additionally, seniors showed they also achieved the target for how their beliefs were changed. This data shows growth attributable to coursework and the influence of Malone's faith-based education.
2. Apply sound **principles of teaching, learning, and advocacy.** Note: This PILO is common to all five major programs: ECE, MCE, IS, Multi-age music and Adolescent Young Adult	Ohio Assessment for Educators (OAE) Pedagogical Knowledge Assessments (Section I: Student Development & Learning & Section II: Assessment, Instruction, and the Learning Environment). There is a standardized OAE Assessment of Professional Knowledge test administered through Pearson for 001 Early Childhood, 002 Middle Childhood (grades 4-9), 003 Adolescent and Young Adult Licensure programs (grades 7-12), and 004 Multi-Age (PK-12) for those majoring in the Intervention Specialist program or multi-age programs.	**2019-20 Teacher Candidate OAE Assessment of Professional Knowledge (Pedagogy) Test Results**: ECE=001 Test MCE=002 Test AYA=003 Test IS/Music/AYA=004 Test for teachers of multi-age n=11 ECE=100% pass MCE=NA, n=0 AYA=100% pass Multi-Age=100% pass *all candidates passed on the first attempt	Once again Malone students have achieved 100% passage rate for pedagogy tests. This indicates that students are well prepared with knowledge regarding the foundations of teaching across all program areas.

	Benchmark = Malone teacher candidates will score at or above the Ohio established minimum passage score of 220.		
3. **Master the content** for which I have educational responsibility. a. Demonstrate proficient knowledge of the principles of scientifically research-based reading instruction and the Ohio reading competencies (An Ohio requirement be effective for those ECE/MCE/IS candidates applying for a license effective July 1, 2017 or after) Note: This PILO is common to all three major programs: ECE, MCE, IS Rationale: The state licensure exam includes assessments specific to the content the teacher candidate will be licensed to teach.	OAE Content Knowledge Assessments This is a standardized licensure test required of all ECE, MCE, and IS teacher candidates and evaluates relevant content knowledge*. *MCE candidates take Content Knowledge Assessment(s) relative to their areas of concentration. For this assessment report, results are reported for the following OAE Tests: Foundations of Reading Test 090; Early Childhood Education 012, Intervention Specialist 043, Middle Childhood specific content concentration area tests: 028 English Language Arts 029 Science 030 Math 031 Social Studies *Note: the Middle Childhood Education candidates take a Content Knowledge Assessment relative to each area of concentration (i.e., English Language Arts, Science, Math, and/or Social Studies). Benchmark 100% of teacher licensure candidates will meet or exceed the threshold of 220 established by the state of Ohio.	**2019-20 Student Teacher Candidate OAE Content Pass Rates** Reading=100% pass, n=8 ECE=100% pass, n=7 Special Education=100% pass, n=4 ILA=pass, n=1 ISS=pass, n=2 Music=pass, n=1 *no Middle Childhood (MC) exams were taken	Teacher candidates are also required to take one or more content area tests for licensure. A total of 13 students took 23 content tests and all were passed. This also indicates that students are well prepared in their individual areas that they will be teaching which require a license.

	Ohio Dept. of Higher Education (ODHE Pre-Service Teacher Survey (PSTS)** Administered by the Ohio Department of Higher Education (ODHE) yearly (results published the following year); one item relates to candidates' perception of how well they were prepared to teach content knowledge. The score reported is a mean based on a 4-point Likert scale in which 4 is "strongly agree"; the mean represents all licensure areas, including graduate initial licensure. Benchmark** Malone candidates' mean score will meet or exceed the state mean and be 3.0 or greater.	2017-2019 ANNUAL REPORT ODHE PSTS (survey results reporting period from 2017-2019): n=20 Malone teacher candidates indicated a 3.5 out of 4 points, strongly agreeing they were well prepared as compared to the Ohio teacher candidates average of 3.31.	Teacher candidates are sent a link to the state annual survey, so the small n size covering three years of data is due to a low response rate. The responses from Malone teacher candidates indicate strong feelings of being prepared.

4. Demonstrate competence in the process of planning developmentally appropriate practices.	The methods planning unit was the assessment measure
	Teacher candidates complete this assessment prior to student teaching as part of their teaching methods course; rubrics are used to assess learning.
	ECE and IS teacher candidates are evaluated on the ability to a) develop an initial lesson plan and b) develop a sequential lesson plan for remediation or extended learning. MCE, and AYA teacher candidates are evaluated on their ability to develop a design for instruction and assessment.
	
	Benchmark
	At least 85% of teacher candidates will score "target"/"proficient" (ECE,
		2019-20 Instruction Planning
		
		ECE & IS Methods Lesson Plan: ECE and IS (n=7)
		ED/SPED **446** Math/Science
		(no data assessed in Tk20)
		
		ED/SPED **444** Reading/Social Studies
		   Initial Lesson Plan
		   100% achieved target or exemplary on each of the criterion.
		
		   Sequential Lesson Plan
		   100% achieved target or exemplary on each of the criterion.
		
		ECE & IS Methods Unit:
			The education department at Malone has a standard lesson plan that is used for multiple courses and across content/licensure areas. Students in ECE and IS programs achieved 100% mastery of methods planning on initial and sequential lesson plans indicating mastery.
			
			There were no students in MCE methods courses.
			
			Students in AYA content and licensure areas are too few to analyze data and draw reliable conclusions.

	IS) or "met the indicator" (MCE, and AYA) or better. For the ECE/IS Methods Unit we will look at the area of Lesson Plans and Extension/Reteach. Criterion = 85% of candidates will score at Proficient or above.	**ECE and IS (n=7)** ED/SPED **446** Math/Science <u>Reteach & Extension Lesson Plan</u> 100% achieved target or exemplary ED/SPED **444** Reading/SS <u>Reteach & Extension Lesson Plan</u> 100% achieved target or exemplary **MCE Methods Unit:** **MCE (n=0)** **EDUC 456 (Math)** *no enrollment* **EDUC 457 (Science)** *no enrollment* **EDUC 455 (ELA)** *no enrollment* **EDUC 458 (Social Studies)** *no enrollment* **AYA Methods Unit:** **AYA (n=5)** Design for Instruction **EDUC 419 (Math)** *no enrollment* **EDUC 429 (Social Studies) n=2** *over 100% for all criterion "met the indicator"* **EDUC 449 (Integrative Language Arts) n=3** *over 100% partially met or met* **EDUC 459 (Science)** *no enrollment*	
5. Exhibit **effective techniques which promote learning for all students** regardless of race, culture, gender, creed, or ability. Note: This PILO is common to ALL education	**EDUC 460 Clinical Evaluation (CPAST)** The pertinent elements from this assessment reflect students' ability to: **D. Differentiate Methods** of instruction and	2019-20 **EDUC 460 Clinical Evaluation** (n=17): <u>D. Differentiated Methods</u> Meets or Exceeds Expectations = 94.12% <u>M. Connection to Research & Theory</u>	CPAST data is collected during student teaching when all required coursework is complete. The fact that 94.12% of students met or exceeded expectations on "differentiated methods" is a good indicator that coursework is impacting students. However, with

programs	**M. Connect Research and Theory** into lesson planning and implementation. <u>Benchmark</u> = 85% of candidates will "Meet" or "Exceed" Expectations	Meets or Exceeds Expectations = 88.23%	only 88.23% of students meeting or exceeding expectations, "connecting research and theory" is an issue that was addressed by combining two existing courses (EDUC 416 and 465) into one new, 3-credit course, EDUC 418.
6. Identify organizational and **behavioral management strategies** that create an educational environment conducive to effective learning and growth. Note: This PILO is common to ALL programs	**EDUC 460 Clinical Evaluation** (CPAST) results are reported for: **I. Safe and Respectful Learning Environment (criterion I of the CPAST)** <u>Benchmark</u> = 85% of candidates will "Meet" or "Exceed" Expectations	For this report, the **EDUC 460 Clinical Evaluation** results are reported for: (n=17) <u>I. Safe and Respectful Learning Environment</u> 94.12% Meet or Exceeds Expectations	In the area of safe and respectful learning environments, also on the CPAST rubric, 94.12% of teacher candidates met or exceeded expectations. Coursework should continue to prepare students for this area when they are student teaching.
7. Evaluate and support student learning and growth by utilizing varied assessments to inform instruction and interventions.	For this report, the **EDUC 460 Clinical Evaluation** results are reported for the following CPAST indicators: **C. Assessment of P-12 Learning** **G. Checking for Understanding and Adjusting Instruction through Formative Assessment** **J. Data-Guided Instruction** **K. Feedback to Learners** <u>Benchmark</u> = 85% of candidates will "Meet" or "Exceed" Expectations	2019-20 **EDUC 460 Clinical Evaluation** results (n=17) <u>C. Assess Learning</u> Meets or Exceeds Expectations = 94.12% <u>G. Check for Understanding and Adjust Instruction</u> Meets or Exceeds Expectations = 94.12% <u>J. Use Data to Guide Instruction</u> Meets or Exceeds Expectations = 100% <u>K. Provide Feedback to Learners</u> Meets or Exceeds Expectations = 100%	With 94-100% of teacher candidates meeting or exceeding in these four areas of assessment, instruction, and feedback, the department should continue to emphasize these areas across coursework. This would include modeling what feedback looks like as well as using course assessments to drive instruction.
8. Display professionalism and ownership for professional growth.	For this report, the **EDUC 460 Clinical Dispositions** results are evidenced by:	For this report, the **EDUC 460 Dispositions Evaluation** results are reported for:	Continue to emphasize professionalism and professional development with candidates.

		(n=17) N. Participates in Professional Development Meets or Exceeds Expectations =100%	
	CPAST Disposition Criterion N: **Participates in Professional Development** Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations		
9. Use technology as a tool for instruction, communication, collaboration, and creativity.	The EDUC 460 Clinical Evaluation CPAST Skills Criterion of: **H. Digital Tools and Resources** reflects teacher candidates' abilities to utilize and integrate digital tools and resources. Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations	2019-20 EDUC 460 Clinical Evaluations (N=17) H. Digital Tools and Resources Meets or Exceeds Expectations = 100%	Continue to reinforce the use of digital tools and resources across coursework for all teacher candidates.
10. Collaborate with family, teachers, community and other stakeholders in student learning and growth. Initiate and sustain conversation in written and oral form.	**EDUC 460 Clinical Evaluation** CPAST criterions of: **O. Demonstrates Effective Communication with Parents or Legal Guardians** **S. Collaboration** Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations	2019-20 EDUC 460 Clinical Evaluations (n=17) O. Demonstrates Effective Communication with Parents or Legal Guardians 100% of candidates scored at or above "Meets Expectations" S. Collaboration 100% of candidates scored at or above "Meets Expectations"	Continue to reinforce effective communication with parents or legal guardians as well as collaboration in schools with teacher candidates across all licensure areas.
11. Exhibit **dispositions** for educators committed to serving together by: -Providing service. -Practicing fairness. -Promoting stewardship.	Student Teaching Evaluation (The CPAST) The pertinent elements from this assessment reflect teacher candidates' ability to participate in professional development, communicate effectively with parents	2019-20 End of Program Student Teacher Evaluations (n=17) N. Participate in professional development Meets or Exceeds Expectations = 100%	Continue to reinforce skills in these eight areas of the CPAST assessment rubric that will support teacher candidate success during the student teaching experience as well as in the classroom after graduation.

-Believing all students can learn and grow.	or guardians, demonstrate punctuality, meet deadlines and obligations, prepare, collaborate, advocate for learners and the profession, and respond positively to feedback and constructive criticism. This evaluation is administered at the conclusion of a candidate's Student Teaching experience. Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations	O. Demonstrate effective communication with parents or legal guardians Meets or Exceeds Expectations = 100% P. Demonstrate punctuality Meets or Exceeds Expectations = 100% Q. Meet deadlines and obligations Meets or Exceeds Expectations = 100% R. Preparation Meets or Exceeds Expectations = 100% S. Collaborate Meets or Exceeds Expectations = 100% T. Advocate Meets or Exceeds Expectations = 100% U. Respond positively to feedback Meets or Exceeds Expectations = 100%	