



**Program: School of Education & Human Development Graduate Teacher Education Programs
Including Initial Licensure (AYA, IS), Curriculum & Instruction, Curriculum, Instruction & Professional Development, Intervention Specialist,
and Educational Leadership**

Assessed by: Department Faculty

Date: 2017-2018

Mission Statement:

The mission of the department of education at Malone University is to, in collaboration with the liberal arts faculty and PreK-12 educational partners, 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. Support candidates' development of the ability to gather and reflect on information relevant to the educational setting.
2. Support candidates' development of the ability to apply specialized knowledge and skills constructively in collaboration with others in the educational setting.
3. Support candidates' development of an ability to articulate Christian approaches to ethical and social issues inherent in the educational setting.
4. Assist candidates in the preparation of leadership roles in the educational setting.
5. Prepare candidates to meet selected Ohio Licensure requirements for educators.

MALONE UNIVERSITY Annual Assessment Report

Department: Education
Program: Graduate Education –Curriculum & Instruction (C&I), Curriculum, Instruction & Professional Development (CIPD), Intervention Specialist (IS), Reading (RDG), Educational Leadership (EDL), Graduate Licensure: AYA (GL-AYA), Graduate Licensure: IS (GL-IS)
Prepared by: Donna Bishop, Sara Burke

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1. Demonstrate the ways in which a Christian worldview informs educational practice. Including the demonstration of dispositions for educators committed to serving together by a) providing service, b) practicing fairness, c) promoting stewardship, and d) believing all students can learn and grow.</p>	<p><u>Field Dispositions Assessment</u> was used for initial licensure programs for IS & AYA.</p> <p>This disposition assessment rubric is used to evaluate Candidates' ability to demonstrate a Christian worldview from various perspectives, such as service, fairness, stewardship, and beliefs. This assessment is for all programs, except graduate students in licensure-only courses.</p> <p><u>Benchmark</u> 85% of the teacher candidates will perform at or above the "Target" level for all rubric elements.</p>	<p>2017-2018 EDUC 505 Dispositions Assessment:</p> <p>Fall 2017 EDUC 505 Field Dispositions Assessment: N=14</p> <p><u>Service</u> At/above "target" =85.71%</p> <p><u>Fairness</u> At/above "target" =93.33%</p> <p><u>Stewardship</u> At/above "target" =100%</p> <p><u>Belief That All Students Can Learn and Grow</u> At/above "target" =93.33%</p>	<p>1. The department needs to review data more thoroughly and analyze and evaluate for how to improve reliability and predictive validity for teacher educator effectiveness and success in the program. A course disposition assessment needs to be used across all programs of the graduate education department.</p>

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<p>2. Apply sound principles of teaching, learning, and advocacy.</p>	<p><u>Candidate Preservice Assessment of Student Teaching</u> this assessment is utilized by initial licensure candidates during their clinical teaching experience. The assessment measures knowledge, skills, and dispositions and is completed by consensus scoring of the mentoring teacher, the university supervisor and candidate self-assessment. Line item criterion used included:</p> <ul style="list-style-type: none"> -Focus for Learning: standards and objectives – line A -Use of materials and resources – line B -Assessment of P-12 Learning – line C -Differentiated methods – line D -Learning target and directions – line E -Checking for understanding and adjusting instruction through formative assessment- Line G -Advocacy to meet the needs of learners or for the teaching profession – Line T <p>Benchmark 100% of teacher licensure candidates will meet (score of 2) or exceed expectations (score of 3) as measured by the CPAST</p>	<p>2017-2018 Student Teacher CPAST Results for Graduate students</p> <p><u>Fall 2017</u> N= <10 CPAST Criterion A Focus for Learning: Mean=2.67 100% met benchmark B Materials/Resources: Mean=2.83 100% met benchmark C Assessment Mean=2.33 100% met benchmark D Differentiated methods Mean=2.67 100% met benchmark E Learning targets/directions Mean= 2.67 100% met benchmark G Advocacy for learners and/or teaching profession Mean 2.33 100% met benchmark</p> <p><u>Spring 2018</u> N=<10 CPAST Criterion A Focus for Learning: Mean=2.57; 100% met benchmark B Materials/Resources: Mean=2.65; 100% met benchmark C Assessment Mean=2.39; 100% met benchmark D Differentiated methods Mean=2.43; 100% met benchmark E Learning targets/directions Mean 2.65; 100% met benchmark G Advocacy for learners and/or teaching profession Mean=2.61; 100% met benchmark</p>	<p>A score of 2 on the CPAST indicates “on target.” The summary results indicates that the graduate initial licensure teacher candidates are on target for applying sound principles of teaching, learning, and advocacy. Although there is always opportunity to improve, these results demonstrate the program is meeting the intended goals.</p>

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<p>3. Master the *content for which I have educational responsibility. *Note: With the exception of GL-IS, Graduate initial licensure candidates do not receive preparation in their content area at Malone, but are required to have a bachelor's degree in their content area prior to enrollment (unless they completed their undergraduate degree at Malone).</p>	<p><u>OAE Content Knowledge Assessments</u> This is a standardized licensure test required of all teacher candidates and evaluates relevant content knowledge.</p> <p><u>Benchmark</u> 100% of teacher licensure candidates will meet or exceed the threshold of 220 established by the state of Ohio.</p>	<p><u>2017-2018 Student Teacher Candidates and Advanced Program Completer OAE Pass Rates GL-AYA:</u></p> <p><u>English-Lang. Arts (N=<10)</u> 100% first time pass</p> <p><u>Integrated Science (N=0)</u> 50% First time pass First time mean score- 219.50 100% best attempt pass Best attempt mean score- 240.50</p> <p><u>Social Studies (N=<10)</u> 100% first time pass Mean score – NA</p> <p><u>Biology (N=<10)</u> 100% first time pass</p> <p><u>Initial Licensure IS Pedagogy Test (N=<10)</u> 100% first time and best attempt pass First time and best attempt mean score – 252.50</p> <p><u>Grad IS – initial license Foundations of Reading Test</u> 100% first time and best attempt pass First time mean score- 236</p> <p><u>Educational Leadership (N=<10):</u> 50% first and best attempt pass Mean score – 233.</p> <p><u>Reading Endorsement</u> Subtests 1&2 (n=<10) 100% first time pass</p>	<ol style="list-style-type: none"> The department determined that the passage of content area licensure tests prior to full program acceptance was necessary since no content instruction is provided as part of this program for initial licensure of AYA content specialists. The small n size of the AYA program was a further consideration and the department deemed the program was no longer a viable program and voted to put the Adolescent Young Adult Licensure Programs into dormancy with the option to re-open

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<p>4. Demonstrate competence in the process of planning developmentally appropriate practices.</p>	<p><u>The methods planning unit -</u> Teacher candidates complete this course prior to student teaching; rubrics are used to assess learning. 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. AYA, and Intervention specialist (IS) candidates are evaluated on their ability to develop a design for instruction.</p> <p><u>Benchmark</u> At least 85% of teacher candidates will score “target” (ECE, IS) or “met the indicator” (MCE, AYA, MA) or better.</p>	<p>2017-2018 Methods Planning</p> <p><u>AYA</u> Design for Instruction ILA (N=<10) No data entered on Tk20 ISS (N=<10) No data entered in Tk20 Science (N=<10) 100% met the indicator or better Math (N=<10) 100% met the indicator or better</p> <p><u>GL-IS (N=<10)</u> Lesson Plan 100% scored at the target level or better</p>	<p>1. The department will evaluate the lesson plan requirements of the graduate level for the initial licensure program to determine opportunities for improvement of the design and expectations of the lesson plan template being used at the graduate level. The use of a formative lesson plan will be added as a baseline measure. The timeline of coursework will also be reviewed.</p>

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<p>5. Exhibit effective techniques which promote learning for all students regardless of race, culture, gender, creed, or ability.</p>	<p><u>EDUC 503 Dispositions Evaluation</u> The pertinent elements from this assessment reflect students' ability to a) promote fairness by recognizing and providing individuals with what they need to be successful (item 6) and b) live out the belief that all students can learn and grow regardless of individual and cultural differences (item 11). <u>Benchmark</u> 85% of the graduate candidates will perform at or above the "target" level for all rubric elements.</p>	<p>2017-2018 EDUC 503 Dispositions Evaluations (N=15)</p> <p>Fall 2017 EDUC 505 Field Dispositions Assessment: N=14 <u>Promoting Fairness</u> At/above "target" =93.33% <u>Individualized Interventions</u> At/above "target" =100%</p>	<p>A review of other data will be considered for how best to evaluate this learning outcome at the graduate level. The student teaching evaluation – CPAST would serve as a better indicator of teacher candidate knowledge, skills and dispositions in regards to this indicator.</p> <p>For graduate programs not resulting in a teaching capstone experience: other data measures will be considered and entered in the learning management system TK20. Including a course instructor disposition rubric.</p>

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<p>6. Evaluate and support student learning and growth by utilizing varied assessments to inform instruction and interventions.</p>	<p><u>SPED 630 Practicum Evaluation</u> The assessment is pertinent to MAED IS (not initial licensure) students' instructional planning and strategies based on practicum experience. <u>Benchmark</u> At least 85% of candidates will perform at or above the "acceptable" level for all rubric elements.</p> <p><u>Student Teaching Evaluation</u> The assessment is pertinent to GL-AYA, GL-IS teacher candidates' ability to a) assess learning (P-12), b) check for understanding and adjust instruction, c) use data to guide instruction, and d) provide feedback to learners. <u>Benchmark</u> At least 85% of candidates will "meet" or "exceed" expectations.</p> <p><u>EDSU 636 School Improvement Plan</u> The assessment is pertinent to the Ed Leadership students; the <u>EDSU 656 Design & Implementation of a Targeted PDD</u> Is pertinent to CIPD students. <u>Benchmarks</u> 100% of EdLdrshp and CIPD students will perform at or above</p>	<p>2017-2018 Assessments SPED 630 Practicum Evaluation (N=<10) Acceptable or above = 100%</p> <p>Student Teaching Evaluation (N=<10) Assess Learning Meets or Exceeds Expectations = 100%</p> <p>Check for Understanding and Adjust Instruction Meets or Exceeds Expectations = 100%</p> <p>Use Data to Guide Instruction Meets or Exceeds Expectations = 100%</p> <p>Provide Feedback to Learners Meets or Exceeds Expectations = 100%</p> <p>EDSU 636 School Improvement Plan (N=<10) Target or above= 100%</p> <p>EDSU 656 Design & Implementation of a Targeted PDD (N=<10) Proficient or above = 100%</p>	<p>The results indicate that the teacher candidates (initial licensure) as well as those current teachers pursuing new licensure and/or degree are meeting this program intended outcome.</p>

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	"Target"/"Acceptable" or above on all rubric elements.		

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<p>7. Display professionalism and ownership for professional growth.</p>	<p><u>GL-AYA, GL-IS Student Teaching Dispositions Evaluation</u> The pertinent element from this assessment reflects students' ability to participate in professional development and respond positively to constructive criticism.</p> <p><u>Benchmark</u> 100% of candidates will "meet" or "exceed" expectations.</p> <p><u>CIPD, IS, Ed Leadership – Dispositions Evaluation</u> The pertinent element from this assessment reflects students' recognition of the value of consistent reflection on one's own philosophy and actions for improving the learning & growth of others.</p> <p><u>Benchmark</u> 100% of candidates will perform at or above the "target" level.</p>	<p>2017-2018 Student Teaching Dispositions Evaluation (N=<10) <u>Participates in Professional Development</u> Meets or Exceeds Expectations = 100%</p> <p>CIPD, IS, Ed Leadership Dispositions (N=<10) <u>Values consistent reflection on one's own philosophy</u> At/above "target" for all criterion = 100%</p>	<p>The results of 100% of students achieving the target indicator clearly demonstrates that the program is fostering the knowledge and skills, and nurturing the dispositions that support professionalism in the educational setting.</p>

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<p>8. Use technology as a tool for instruction, communication, collaboration, and creativity.</p>	<p><u>EDUC 697 Final Presentation</u> The pertinent element from this assessment rubric reflects students' ability to utilize and integrate technology and other media to support presentation.</p> <p><u>Benchmark</u> At least 85% of candidates will score at or above 3 on a 4-point Likert Scale in which 4 is "very well".</p>	<p>2017-2018 EDUC 697 Final Presentations <u>Use of Technology (n=<10)</u> Meets or Exceeds Expectations = 100%</p>	<p>The results demonstrate that although 100% of the students have met the target there is a continued need to analyze all course syllabi to determine the degree to which course instructors are integrating technology as part of the program for instruction, collaboration, and creativity. The department will also be reviewing how to use the Create, Communicate, and Collaborate Hub as a model classroom for integrating technology as a model for teaching and learning.</p>

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<p>9. Collaborate with family, teachers, community, and other stakeholders in student learning and growth.</p>	<p><u>GL-AYA, GL-IS Student Teaching Dispositions Evaluation</u> The pertinent element from this assessment reflects students' ability to collaborate with for the benefit of student learning and growth.</p> <p><u>Benchmark</u> 100% of candidates will "meet" or "exceed" expectations.</p> <p><u>CIPD, IS, Ed Leadership— Dispositions Evaluation</u> The pertinent element from this assessment reflects students' recognition of the value of collaboration with families and communities (item 8) and of collaboration with school personnel (item 9).</p> <p><u>Benchmark</u> 100% of candidates will perform at or above the "target" level.</p>	<p>2017-2018 Student Teaching Dispositions Evaluation (N=<10) <u>Collaboration</u> Meets or Exceeds Expectations = 100%</p> <p>2017-2018 Dispositions Evaluations (N=3) <u>Collaboration with Families and Communities</u> At/above "target" = 100%</p> <p><u>Collaboration with School Personnel</u> At/above "target" = 100%</p>	<p>The results demonstrate that 100% of the graduate students have met the indicator, there continues to be a need to evaluate how this outcome is measured through key assessments to insure program effectiveness in preparing teachers and leader in the work of collaboration for the benefit of the PK-12 students served by the graduate program students.</p>