



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

Assessed by: Department Faculty

Submitted by: Jennifer Webb

Date (Date/Cycle of Assessment): Academic Year 2018-2019

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.

Program Intended Learning Outcomes (PILO)	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>Dispositions Assessment was used for initial licensure programs for IS & AYA. 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 with the exception of graduate students in non-degree/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>2018-2019 EDUC 505 Dispositions Assessment: Fall 2018 N=9</p> <p><u>Service</u> At/above "target"; the average for the three elements of service (leadership, action, effort) =89%</p> <p><u>Fairness</u> At/above "target"; the average for the three elements of fairness (diversity, honesty, differentiation) =89%</p> <p><u>Stewardship</u> At/above "target"; the average for the three elements of stewardship (preparedness, collaboration with families, collaboration with schools) =82%</p> <p><u>Belief That All Students Can Learn and Grow</u> At/above "target"; the average for the three elements of belief in students (reflection, interventions, possibilities) =96%</p>	<p>The department needs to continue to review data and student dispositions to determine where improvements can be made. At the same time, with the low number of students being assessed, it is difficult to determine the reliability of these scores.</p>
<p>2. Apply sound principles of teaching, learning, and advocacy.</p>	<p>Candidate Preservice Assessment of Student Teaching (CPAST) 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>	<p>2018-2019 Student Teacher CPAST N <10</p> <p><u>A. Focus for Learning:</u> Mean=2.8, 100% met benchmark</p> <p><u>B. Materials/Resources:</u> Mean=2.9, 100% met benchmark</p> <p><u>C. Assessment</u> Mean=2.4, 100% met benchmark</p> <p><u>D. Differentiated Methods</u> Mean=2.5, 100% met benchmark</p>	<p>A score of 2 on the CPAST indicates "on target". The '18-19 group of students were above the target showing mastery of applying sound principles of teaching, learning, and advocacy. These results indicate the program is meeting the intended goals.</p>

	<p>A. Focus for Learning: standards and objectives B. Use of materials and resources C. Assessment of P-12 Learning D. Differentiated methods E. Learning target and directions G. Checking for understanding and adjusting instruction through formative assessment T. Advocacy to meet the needs of learners or for the teaching profession</p> <p><u>Benchmark</u> 100% of teacher licensure candidates will meet (score of 2) or exceed expectations (score of 3) as measured by the CFAST</p>	<p><u>E. Learning Targets/Directions</u> Mean= 2.7, 100% met benchmark <u>T. Advocacy for Learners and/or Teaching Profession</u> Mean=2.8, 100% met benchmark</p>	
<p>3. Master the content for which I have educational responsibility.</p> <p><i>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).</i></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>2018-2019 Student Teacher Candidates and Advanced Program Completer OAE Pedagogy and Content Pass Rates</u></p> <p><u>Initial Pedagogy</u> AYA=100%, 249.5 avg., N<5 Multi-age=88.89%, 255.11 avg., N=9</p> <p><u>Initial Content</u> Reading=88.89%, 245.89 avg., N=9 Special Education=87.5%, 250.5 avg., N=8</p> <p><u>Advanced Content</u> Ed Leadership=100%, 238.33 avg., N<5 Special Ed=100%, 265.33 avg., N<5 Reading=100%, 256 avg., N<5 Reading subtest 1=100%, 250.5 avg., N<5 Reading subtest 2=100%, 244.5 avg., N<5</p>	<p>The AYA program is now in dormancy. Other graduate programs for licensure are small, but indicate progress toward the benchmark of 100%. The pedagogy test for Multi-age had just one student not pass, and the initial content also had just one student not pass per test. The program for advanced licensure had 100% pass, also with a very small group of students. The department should continue to review student pass rates to determine where course objectives could be targeted for additional focus.</p>

<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><u>2018-2019 Methods Planning/Lesson Plan</u> AYA (N=2) <u>Methods Planning</u> No data entered in TK20 either semester GL-IS (N<10) <u>Lesson Plan</u> Fall, 100% scored at the target level or better Spring, no data entered in TK20</p>	<p>With an extremely small number of students this data is difficult to analyze. Additionally, the department should determine if the methods planning/lesson plan is a purposeful key assessment. Data from the CFAST, item B. Material and Resources, and C. Checking for Understanding and Adjusting Instruction through Formative Assessment both had 100% meeting target and would be a more reliable and valid measure.</p> <p>The department must require all full-time and adjunct faculty to submit student data to Tk20 for tracking and analysis of progress.</p>
<p>5. Exhibit effective techniques which promote learning for all students regardless of race, culture, gender, creed, or ability.</p>	<p><u>EDUC 505 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)</p> <p><u>Benchmark</u> 85% of the graduate candidates will perform at or above the “target” level for all rubric elements.</p>	<p><u>2018-2019 EDUC 505 Dispositions Evaluations</u> N=9 <u>Promoting Fairness (diversity, honesty, differentiation)</u> At/above “target” =89% <u>Individualized Interventions</u> At/above “target” =100%</p>	<p>Last year the department suggested changing the key assessment for this indicator to data from the CFAST during student teaching. Looking at the existing data from the dispositions evaluations, all students were at target or above, indicating students’ ability to promote fairness by recognizing and providing individuals with what they need to be successful as well as living out the believe that all students</p>

			can learn and grow regardless of individual and cultural differences.
<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> This assessment is pertinent to MAED IS (not initial licensure) students’ instructional planning and strategies based on practicum experience.</p> <p><u>Benchmark</u> At least 85% of candidates will perform at or above the “acceptable” level for all rubric elements.</p> <p><u>CPAST Student Teaching Evaluation</u> This assessment is pertinent to GL-AYA, GL-IS teacher candidates’ ability to</p> <ul style="list-style-type: none"> c. assess learning (P-12), g. check for understanding and adjust instruction, j. use data to guide instruction, and k. provide feedback to learners. <p><u>Benchmark</u> At least 85% of candidates will “meet” or “exceed” expectations.</p> <p><u>EDSU 636 School Improvement Plan & EDSU 656 Design & Implementation of a Targeted PDD</u> These assessments are pertinent to the Ed Leadership candidates.</p> <p><u>Benchmarks</u> 100% of Ed Leadership students will perform at or above “Target”/“Acceptable” on all rubric elements.</p>	<p><u>2018-2019 Assessments</u> <u>SPED 630 Practicum Evaluation</u> (N<10) Acceptable or above = 100%</p> <p><u>CPAST Student Teaching Evaluation</u> (N<10)</p> <ul style="list-style-type: none"> <u>C. Assess Learning</u> Meets or Exceeds Expectations = 100% <u>G. Check for Understanding and Adjust Instruction</u> Meets or Exceeds Expectations = 100% <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% <p><u>EDSU 636 School Improvement Plan</u> (N<10) No data submitted in TK20</p> <p><u>EDSU 656 Design & Implementation of a Targeted PDD</u> (N=7) Proficient or above = 100%</p>	<p>All practicum evaluations indicate that students in both initial and advanced programs are meeting standards during the clinical experience. The department should encourage all full-time and adjunct faculty to submit student data to TK20 for tracking and analysis of progress.</p>

<p>7. Display professionalism and ownership for professional growth.</p>	<p><u>GL-AYA, GL-IS Student Teaching Dispositions Evaluation (CPAST)</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>C&I, 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><u>2018-2019 Student Teaching CPAST Dispositions Evaluation</u> (N<10) <u>N. Participates in Professional Development</u> Meets or Exceeds Expectations = 100%</p> <p><u>C&I, IS, Ed Leadership Dispositions</u> (N<10. IS students only) <u>Values consistent reflection on one’s own philosophy</u> At/above “target” for all criterion = 100%</p>	<p>These results of 100% mastery indicate initial and advanced graduate students are able to reflect on professionalism and take ownership for their professional growth. The department should continue to emphasize these skills.</p>
<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><u>2018-2019 EDUC 697 Final Presentations</u> <u>Use of Technology (n<10)</u> Meets or Exceeds Expectations = No data entered in TK20</p>	<p>The department must require all full-time and adjunct faculty to submit student data to TK20 for tracking and analysis of progress.</p>

<p>9. Collaborate with family, teachers, community and other stakeholders in student learning and growth. Initiate and sustain conversation in written and oral form.</p>	<p><u>GL-AYA, GL-IS Student Teaching Dispositions Evaluation (CPAST)</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>C&I, 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><u>2018-2019 Student Teaching Dispositions Evaluation</u> (N<10) <u>S. Collaboration</u> Meets or Exceeds Expectations = 100%</p> <p><u>2018-2019 Dispositions Evaluations from SPED 630</u> (N<10) <u>Collaboration with Families and Communities</u> At/above “target” = 100% <u>Collaboration with School Personnel</u> At/above “target” = 100%</p>	<p>Similar to the 2017-18 school year, 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 ensure program effectiveness in preparing teachers and leaders in the work of collaboration for the benefit of the PK-12 students served by the graduate program students.</p>
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