



**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 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. 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, and 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. Donna Bishop –Director of Educator Preparation & Mrs. Sara Burke–Coordinator of Data and Licensure  
**Time Period Covered:** fall 2017 – spring 2018  
**Submission Date:** December 18, 2018

Academic Program Assessment

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 <b>Christian worldview</b> informs educational practice.</p>	<p>Philosophy of Education paper first developed in EDUC 112 Foundations of Education and revisited in <u>EDUC 460 Student Teaching Seminar</u>. Candidates are asked to consider beliefs about their worldview and professional practice including:</p> <ol style="list-style-type: none"> <li>A. How will your faith influence what and how you teach?</li> <li>B. How can you ethically share your faith with your students?</li> <li>C. What difficulties do you anticipate as a teacher in a secular setting?</li> <li>D. Revisit paper included: How beliefs were changed, and or affirmed</li> </ol> <p><u>Benchmark Criterion</u> 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.</p>	<p>Senior candidates capstone Philosophy of Education Paper during 2017-2018 academic year as compared to program entry philosophy paper: n=22 % achieving rubric target as freshmen (EDUC 112): 95.45% achieved target on every criterion of the rubric- part 1 which measured Christian worldview; 95.45% achieved target on each criterion of the rubric- part 2.</p> <p>% achieving rubric target as seniors (EDUC 460): 100% achieved target or exemplary on each of the criterion - 68% of the candidates scored at the exemplary level for how their beliefs were changed, and or affirmed with the remaining 32% scoring at the target criterion level</p>	<p>The criterion of 85% was exceeded and demonstrated that from the beginning of the program to the end of the program, candidates are deeply and successfully considering the impact of the Christian Worldview on their educational practice. The results continually inform our department of the mission of Malone University to integrate faith and learning into course content on a consistent basis</p>
<p>2. Apply sound <b>principles of teaching, learning, and advocacy.</b></p> <p>Note: This PILO is common to all five major programs: ECE, MCE, IS, Multi-age music and Adolescent Young Adult</p>	<p>Ohio Assessment for Educators (OAE) Pedagogical Knowledge Assessments (Section I: Student Development &amp; Learning &amp; Section II: Assessment, Instruction, and the Learning Environment).</p> <p>There is a standardized OAE Assessment of Professional Knowledge test administered</p>	<p><b><u>2017-18 Teacher Candidate OAE Assessment of Professional Knowledge (Pedagogy) Test Results:</u></b></p> <p>ECE=001 Test MCE=002 Test IS/Music/AYA=004 Test for teachers of multi-age</p> <p>(N=21):</p>	<p>We currently have 100% passage rate across all areas on these state licensure tests. These results are on target. The education department faculty monitor course content and assessment of candidate learning annually for alignment to the knowledge and skills measured by the Ohio Assessments for Educator Tests.</p>

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	<p>through Pearson for 001 Early Childhood, 002 Middle Childhood (grades 5-9), 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.</p> <p><u>Benchmark</u> = Malone teacher candidates will score at or above the Ohio established minimum passage score of 220.</p>	<p>ECE mean score 256.62 (36.62 points ABOVE the passage cut score)  MCE mean score 236.5 (16.5) ABOVE the passage cut score  AYA mean score of 248.75 (28.75) ABOVE the passage cut score  IS/Music mean score 261.5 (41.5) ABOVE the passage cut score</p>	
<p>3. <b>Master the content</b> for which I have educational responsibility.</p> <p>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</p> <p>Note: This PILO is common to all three major programs: ECE, MCE, IS</p> <p><u>Rationale:</u>  The state licensure exam includes assessments specific to the content the teacher candidate will be licensed to teach.</p>	<p><u>OAE Content Knowledge Assessments</u>  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.</p> <p>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</p>	<p><b><u>2017-2018 Student Teacher Candidate OAE Pass Rates</u></b></p> <p>Foundations of Reading 090 Test  100% passage rate with a mean score of 246.88 (26.88) ABOVE minimum passage score of 220 (N=23)  <u>ECE (N=13):</u>  012 100% first time pass  Mean score- 254.77</p> <p><u>MCE</u> – 100% passage rate of all content areas  028 English-Lang. Arts  Mean score- 256.50  029 Science (0% taken)  030 Math  Mean score- 258.00  031 Social Studies  Mean score- 251.00</p>	<p>The data for the newly required Foundations of Reading Test reflects strong preparation of candidates in effective reading instructional practices. Passage rates will continue to be monitored to maintain the 100% passage rate across all programs for both professional knowledge and content knowledge.</p>

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	<p><i>*Note: the Middle Childhood Education candidates take a Content Knowledge Assessment relative to one of their areas of concentration (i.e., English Language Arts, Science, Math, and/or Social Studies). Due to small n sizes – scores will be reported as a mean of all content areas combined</i></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>Ohio Dept. of Higher Education (ODHE Pre-Service Teacher Survey (PSTS)**</u> 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.</p> <p><u>Benchmark**</u> Malone candidates’ mean score will meet or exceed the state mean and be 3.0 or greater.</p>	<p><u>043 Intervention Specialist</u> 100% pass Mean score – 258.13</p> <p>2017 ANNUAL REPORT ODHE PSTS (survey results reporting period from 2016-2017):</p> <p><u>Malone</u> teacher candidates 3.58 out of 4 points indicating candidate self-report of strongly agreeing they were well prepared as compared to the <u>Ohio Average</u> for teacher candidates of 3.36 agreeing</p>	<p>The department will more deeply review data obtained as part of the state program surveys distributed to preservice teacher candidates on an annual basis. This is also aligned to Council for Accreditation of Educator Programs (CAEP) Standard 4 which measures completer impact on P-12 student learning.</p>
<p>4. Demonstrate competence in the process of planning developmentally appropriate practices.</p>	<p><u>The methods planning unit was the assessment measure</u> Teacher candidates complete this assessment prior to student teaching</p>	<p>2017-2018 Methods Planning</p> <p><b>Methods Unit ED: ECE and IS (N=15)</b></p>	<p>1. The student teaching data demonstrates that candidates are</p>

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	<p>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.</p> <p><u>Benchmark</u> At least 85% of teacher candidates will score “target”/”proficient” (ECE, IS) or “met the indicator” (MCE, and AYA) or better.</p> <p>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.</p> <p>The second measure is the EDUC 460 Clinical Evaluation results. This assessment shifted to a more widely used assessment to allow for external benchmarking with other Ohio institutions. On the updated</p>	<p>ED/SPED <b>445</b> Math/Science <u>Initial Lesson Plan</u> 66.67% achieved target or exemplary on each of the criterion. <u>Sequential Lesson Plan</u> 80% achieved target or exemplary on each of the criterion.</p> <p>ED/SPED <b>447</b> Reading/Social Studies <u>Initial Lesson Plan</u> 66.67% achieved target or exemplary on each of the criterion.</p> <p><u>Sequential Lesson Plan</u> 93.33% achieved target or exemplary on each of the criterion. 86.67% scored “Proficient” or “Exemplary” on “candidates write data-based lesson that are logical, motivational, and aligned to standards” &amp; “candidate writes 3 sequential, literacy-based lesson plans intended to remediate or extend student learning”</p> <p><b>Methods Unit ED: MCE (n=&lt;10) EDUC 452 (Math)</b> 100% of total responses for each Design for Instruction criterion scored “met the indicator”</p>	<p>demonstrating competency in planning developmentally appropriate instruction.</p> <ol style="list-style-type: none"> <li>2. The methods unit rubric and assignments will be reviewed during this academic year to continue monitoring for alignment and rigor between the semester of teaching methods coursework and the expectations during the clinical teaching experience.</li> <li>3. Enrollment in the Adolescent Young Adult Licensure Programs will be reviewed for viability as n sizes are small.</li> <li>4. The education department and music department will collaborate to align assessments and field experience requirements across departments.</li> </ol>

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	<p>rubric it shows students action related to planning in the field are reported for:                      Criterion = 85% of candidates will score at "Meets Expectations and Above"</p> <p><u>Benchmark</u>                      At least 85% of teacher candidates will score "target"/"proficient" (ECE, IS) or "met the indicator" (MCE, AYA, MA) or better.</p>	<p><b>EDUC 453 (Science)</b>  <i>Not Assessed on Tk20</i></p> <p><b>EDUC 455 (ELA)</b>  <i>Not Assessed on Tk20</i></p> <p><b>EDUC 454 (Social Studies)</b>  <i>Not Assessed on Tk20</i></p> <p><b>Methods Unit ED:</b>  <b>AYA (n=&lt;10)</b>                      Design for Instruction</p> <p><b>EDUC 419 (Math)</b>                      100% of total responses for each Design for Instruction criterion scored "met the indicator"</p> <p><b>EDUC 429 Social Studies</b>  <i>Not Assessed on Tk20</i></p> <p><b>EDUC 449 Integrative Language Arts</b>  <i>Not Assessed on Tk20</i></p> <p><b>AYA Science</b>  <i>no enrollment</i></p>	
<p>5. Exhibit <b>effective techniques which promote learning for all students</b> regardless of race, culture, gender, creed, or ability.</p> <p>Note: This PILO is common to ALL education programs</p>	<p><b>EDUC 460 Clinical Evaluation (CPAST)</b>                      The pertinent elements from this assessment reflect students' ability to:                      a) utilize differentiated methods of instruction and b) integrate research into lesson planning and implementation.</p> <p><u>Benchmark</u> = 85% of candidates will "Meets Expectation" or Above"</p>	<p>2017-2018 <b>EDUC 460 Clinical Evaluation (N=22):</b>  <u>Differentiated Methods</u>                      Meets or Exceeds Expectations = 95.45%</p> <p><u>Connection to Research &amp; Theory</u>                      Meets or Exceeds Expectations = 95.45%</p>	<p>1. Continue our program as usual. Data indicates candidate success in this area.</p>
<p>6. Identify organizational and <b>behavioral management strategies</b> that create an</p>	<p><b>EDUC 460 Clinical Evaluation (CPAST)</b> results are reported for:</p>	<p>For this report, the <b>EDUC 460 Clinical Evaluation</b> results are reported for:</p>	<p>1. Continue our program as usual. Data indicates candidate success in this area.</p>

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<p>educational environment conducive to effective learning and growth.</p> <p>Note: This PILO is common to ALL programs</p>	<p><b>Safe and Respectful Learning Environment (criterion I of the CPAST)</b></p> <p><u>Benchmark</u> = 85% of candidates will "Meets Expectation" or Above"</p>	<p>(n=22)</p> <p>I. Safe and Respectful Learning Environment 95.45% Meet or Exceeds Expectations</p>	<p>2. The state requirement (HB 318) of all educator preparation programs to include training in:</p> <ol style="list-style-type: none"> <li>1) PBIS and social-emotional development,</li> <li>2) classroom strategies to build positive behaviors and reduce unwanted behaviors,</li> <li>3) data collection systems,</li> <li>4) effective instructional strategies,</li> <li>5) matching curriculum with data-identified student needs</li> </ol> <p>These components will be added to courses: EDUC 416 and EDUC 417 for fall 2019.</p>
<p>7. Evaluate and support student learning and growth by utilizing varied assessments to inform instruction and interventions.</p>	<p>For this report, the <b>EDUC 460 Clinical Evaluation</b> results of the CPAST indicators:</p> <p><b>C. Assessment of P-12 Learning</b>  <b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b>  <b>J. Data-Guided Instruction</b>  <b>K. Feedback to Learners</b></p> <p><u>Benchmark</u> = 85% of candidates will "Meets Expectation" or Above</p>	<p>2017-18 <b>EDUC 460 Clinical Evaluation</b> results (n=22)</p> <p><u>Assess Learning</u>  Meets or Exceeds Expectations = 100%</p> <p><u>Check for Understanding and Adjust Instruction</u>  Meets or Exceeds Expectations = 100%</p> <p><u>Use Data to Guide Instruction</u>  Meets or Exceeds Expectations = 100%</p> <p><u>Provide Feedback to Learners</u>  Meets or Exceeds Expectations = 100%</p>	<p><b>Recommendation:</b></p> <ol style="list-style-type: none"> <li>1. Data indicates candidate success in this area. This is an area where candidates need continued preparation and instruction in how best to utilize assessment to guide instruction.</li> <li>2. The use of feedback to improve student learning will continue to be an area for improvement and opportunity for growth.</li> </ol>

Academic Program Assessment

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<p>8. Display professionalism and ownership for professional growth.</p>	<p>For this report, the <b>EDUC 460 Clinical Dispositions</b> results are evidenced by:</p> <p>CPAST Disposition Criterion A: <b>Participates in Professional Development</b></p> <p><u>Benchmark</u> = 100% of candidates will “Meets Expectation” or Above</p>	<p>For this report, the <b>EDUC 460 Dispositions Evaluation</b> results are reported for: (N=22) <u>Participates in Professional Development</u> Meets or Exceeds Expectations =100%</p>	<p>1. Continue our program as usual. Data indicates candidate success in this area.</p>
<p>9. Use technology as a tool for instruction, communication, collaboration, and creativity.</p>	<p>The EDUC 460 Clinical Evaluation CPAST Skills Criterion of:</p> <p><b>H. Digital Tools and Resources</b> reflects teacher candidates’ abilities to utilize and integrate digital tools and resources.</p> <p>Benchmark = 85% of candidates will “Meets Expectation” or Above</p>	<p>2017-2018 EDUC 460 Clinical Evaluations (N=22) <u>Digital Tools and Resources</u> Meets or Exceeds Expectations = 100%</p>	<p>Continue our program as usual. Data indicates candidate success in this area.</p> <p>We are developing a minor for education students in the area technology since this skill is so vital and ever changing.</p>
<p>10. Collaborate with family, teachers, community and other stakeholders in student learning and growth. Initiate and sustain conversation in written and oral form.</p>	<p><b>EDUC 460 Clinical Evaluation</b> CPAST criterions of:</p> <p><b>B. Demonstrates Effective Communication with Parents or Legal Guardians</b></p> <p><b>F. Collaboration</b></p> <p>Benchmark = 85% of candidates will “Meets Expectation” or Above</p>	<p>2017-2018 EDUC 460 Clinical Evaluations (n=22) <b>B. Demonstrates Effective Communication with Parents or Legal Guardians</b></p> <p>100% of candidates scored at or above “Meets Expectation</p> <p><b>F. Collaboration</b> 100% of candidates scored at or above “Meets Expectation</p>	<p>1. Continue our program as usual. Data indicates candidate success in this area.</p>
<p>11. Exhibit <b>dispositions</b> for educators committed to serving together by:</p>	<p><u>Student Teaching Evaluation (The CPAST)</u></p>	<p>2017-2018 End of Program Student Teacher Evaluations (N=22)</p>	<p>1. Disposition tools will be aligned between field placement evaluators and course</p>



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<p>-Providing service.                      -Practicing fairness.                      -Promoting stewardship.                      -Believing all students can learn and grow.</p>	<p>The pertinent elements from this assessment reflect teacher candidates' ability to a) participate in professional development, b) communicate effectively with parents or guardians, c) demonstrate punctuality, d) meet deadlines and obligations, e) prepare, f) collaborate, g) advocate for learners and the profession, and h) respond positively to feedback and constructive criticism. This evaluation is administered at the conclusion of a candidate's Student Teaching experience.</p> <p><u>Benchmark</u>                      At least 85% of candidates will "meet" or "exceed" expectations.</p>	<p><u>Participate in professional development</u>                      Meets or Exceeds Expectations = 100%</p> <p><u>Demonstrate effective communication with parents or legal guardians</u>                      Meets or Exceeds Expectations = 100%</p> <p><u>Demonstrate punctuality</u>                      Meets or Exceeds Expectations = 100%</p> <p><u>Meet deadlines and obligations</u>                      Meets or Exceeds Expectations = 100%</p> <p><u>Preparation</u>                      Meets or Exceeds Expectations = 100%</p> <p><u>Collaborate</u>                      Meets or Exceeds Expectations = 100%</p> <p><u>Advocate</u>                      Meets or Exceeds Expectations = 100%</p> <p><u>Respond positively to feedback</u>                      Meets or Exceeds Expectations = 100%</p>	<p>instructors during the 2017-18 academic year so we can better analyze for inter-rater reliability can construct validity.</p>