

**October 22, 2013**

**Unit Assessment Report: Assessment #5 – Impact on Student Learning**

**School Year: 2012-2013**

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| --- | --- |
| **Initial Programs** | **Mean Score** |
| Elementary Education - Undergraduate | 3.09 |
| Elementary Education – Graduate Evening Masters | 3.15 |
| Special Education Undergraduate | 2.95 |
| Special Education Graduate | 3.23 |
| Secondary Education – Mathematics undergraduate | 3.05 |
| Secondary Education – Mathematics graduate | 3.50 |
| Secondary Education – Science undergraduate | 2.88 |
| Secondary Education – Science graduate |  |
| Secondary Education – Social Science History undergraduate | 2.97 |
| Secondary Education – Social Science History Graduate | 3.00 |
| Secondary Education – Social Science Psychology undergraduate |  |
| Secondary Education - Social Science Psychology graduate |  |
| Secondary Education – English Language Arts undergraduate | 3.02 |
| Secondary Education - English Language Arts Graduate | 3.25 |
| Secondary Education Average of all candidates | 3.10 |
| **Initial Candidates Average** | **3.10** |

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| --- | --- |
| **Advanced programs** | **Mean Score** |
| Educational leadership: Principal Preparation | 2.71 |
| English as a Second Language | n/a |
| Instructional Technology | 2.71 |
| Reading and Literacy | 2.85 |
| School Counseling | 2.46 |
| **Advanced Programs Average** | **2.68** |

Discussion:

Candidates in the initial and advanced licensure programs in the College of Education continue to score well on measures that demonstrate the candidate’s ability to impact student learning. At the initial level a change is noted from the Teacher Work Sample which was scored a 3 point rubric to the edTPA which is scored on a 4 point rubric with 3 points indicating target skills and 4 points indicative of exemplary performance beyond what would be expected for a novice teacher. The edTPA task requires candidates to assess prior knowledge, use formative assessments during a sequence of lessons to determine if students are mastering the material and a summative assessment at the conclusion of instruction. Candidates must discuss what they learned about the students, the context of the school and the classroom and reflect on other extenuating factors that could impact a child’s learning in the classroom. Throughout the lesson sequence candidates must consider additional strategies to help student learning as well as reteach the content as needed. For the first administration of this assessment to candidates at the initial level all scored within acceptable ranges of performance with a few candidates in Special Education graduate, Elementary Education graduate and secondary mathematics graduate scoring at the exemplary level. For most of these programs the assessment occurs during the clinical experience when candidates have the perspective of functioning in that classroom on a full time basis. Initial faculty will continue to monitor performance on this assessment and will explore testing the reliability of this instrument across programs.

Advanced candidates are measured on a 3 point scale and there is much variance in the type of assessment. The Reading and Literacy program utilizes a modified assignment from the Teacher Work Sample while the Educational Leadership program utilizes a completers’ survey (as required by their SPA) to measure pedagogical content, diversity in the educational environment, use of technology, and ability to build upon students’ developmental levels in order to improve instruction. In the English as a Second Language program candidates complete an Assessment Case Study of one English Language Learner that includes description of the student, portfolio of relevant assessments, and educational recommendations based on assessment results. As is indicated in the chart, candidates in these advanced licensure program perform at acceptable approaching on target ratings on this measure.

None of the data included for initial or advanced programs calls into question the quality of instruction or the candidates abilities to use assessment data for instructional decision making and therefore, no changes are warranted at this time.

Submitted: Dr. Pamela Jessee, Dean of the College of Education

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