



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

**School Year: 2015-2016**

Assessment 5 in all programs leading to licensure as well as the Instructional Technology program are designed by different program faculty to assess the impact of candidates’ performance on student learning. Different measures are used in different programs to assess candidates’ performance.

At the initial level candidates’ performance is assessed using the edTPA which is scored on a 5 level rubric. Levels of the edTPA rubric are as follow:

Level 1 – Struggling candidate, not ready to teach

Level 2 – Some skills but need more practice to be teacher-of-record

Level 3 – Acceptable level to begin teaching

Level 4 – Solid Foundation of knowledge and skills

Level 5 - - Stellar candidate, in the top 5% of candidates, sophisticated practice.

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.

Assignments required in the advanced programs assessing candidates’ performance 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 a Case Study Assessment 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 programs perform at acceptable approaching on target ratings on this measure.

Initial Programs	Mean Score
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Elementary Education - Undergraduate	3.10
Elementary Education – Graduate Evening Masters	2.90
Early Childhood Education - Undergraduate	2.90
Early Childhood Education - Graduate	2.80
Special Education Undergraduate	2.90
Special Education Graduate	2.90
Secondary Education – Mathematics undergraduate	3.00
Secondary Education – Mathematics graduate	N/A
Secondary Education – Science undergraduate	N/A
Secondary Education – Science graduate	2.4
Secondary Education – Social Science History undergraduate	3.00
Secondary Education – Social Science History Graduate	2.60
Secondary Education – Social Science Psychology undergraduate	N/A
Secondary Education - Social Science Psychology graduate	N/A
Secondary Education – English Language Arts undergraduate	2.80
Secondary Education - English Language Arts Graduate	3.40
Secondary Education Average of all candidates	2.87
<b>Initial Candidates Average</b>	<b>2.89</b>

<b>Advanced programs</b>	<b>Mean Score</b>
Educational leadership: Principal Preparation	3.77
English as a Second Language	3.00
Instructional Technology	N/A
Reading and Literacy	2.86
School Counseling	1.72
<b>Advanced Programs Average</b>	<b>2.84</b>

**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 candidates’ performances are assessed using the same instrument (edTPA rubric) that is utilized to assess practicing teachers’ pursuing national board certification for teachers. **The fact that Lewis candidates on average perform at level 3, acceptable level to begin teaching, indicated that by the time of completing the clinical practice they are ready to begin their profession as teachers.**

At the advanced level Lewis candidates perform at the acceptable level in applying theory into practice and showing their readiness for entering the task force as school personnel.

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.

Respectfully Submitted,

Pamela Jessee, Ed.D.

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