

**Unit Assessment Report: Assessment**

**Instrument: Oral Response to Service Project, Reflective Essay, and Dispositions**

**School Year: 2012-2013**

**Description and Use of the Assessment:**

The College of Education at Lewis University endeavors to develop faculty and candidates who are:

* **Knowledgeable Critical Transformative Educators**
* **Multicultural Educators**
* **Social Justice Advocates**
* **Reflective Practitioners**

These standards support the position advocated by the National Association for Multicultural Education (NAME) and the National Council for Accreditation of Teacher Education (NCATE). NAME suggests that attention be given to the works of Jerry Aldridge, James Banks, Leonard and Patricia Davidman, Donna Gollnick, and Christine Sleeter. These authors advocate that multicultural education encompass not only race and ethnic identity, but also gender, socio-economic status, alter0tive lifestyles, and disabilities/exceptio0lities. Collectively they argue that multicultural education “promote and value cultural diversity, support social justice and equality for all people, and work toward equal distribution of power and income among groups.” NCATE Standards also “require educators to demonstrate the knowledge, skills, and professio0l dispositions to work successfully with children of all races, ethnicities, disabilities/exceptio0lities and socioeconomic groups.”

Critical pedagogy is a key component of the COE standards and conceptual framework. The work of significant authors in the field including Joe Kincheloe, Paulo Freire, Henry Giroux, and Peter McLaren influenced the development of these standards and assessments. Critical pedagogy espouses the idea that teaching reaches beyond the surface and asks students to question and challenge domi0nt beliefs, attitudes, and histories. The COE Standards require candidates to engage in a culture of critique and recognize the political, social, moral, and economic dimensions of education. Imbedded within multicultural education and critical pedagogy, the College of Education expects its candidates to advocate for social justice.

To this end an assessment system is in place to measure competencies for candidates as they develop the knowledge, skills, and dispositions to enter the teaching field or to advance into post baccalaureate programs related to leadership in Administration, Reading and Literacy, School Guidance and Counseling, and English as a Second Language. The Unit Assessment System uses a three pronged approach to assess candidates’ understanding and application of the COE Unit Standards.

1. **Dispositions**: Assessment of behaviors and attitudes that express the candidate’s ability to think and act in ways that support the COE Standards. Assessment of dispositions occurs at the beginning, middle, and end of the candidate’s program and reflects attitudes and professio0l behavior in the college classroom, during field experiences, and student teaching.
2. **Oral Response to the Service Project**: Assessment of the candidate’s reflection on the COE Standards and his/her efforts to integrate equitable practices to bring about change at mid-point in the program. The Oral Response provides an opportunity for candidates to highlight service activities as well as their field experiences that support the College of Education Unit Standards.
3. **Final Reflective Essay**: This summative assessment of the candidate’s application, integration, and evaluation of the COE Standards in practice occurs at the completion of the program. It is the candidate’s opportunity to tie theory and practice in support of the College of Education Unit Standards.

Through these assessments, candidates are expected to demonstrate the belief that all children can learn, as well as provide evidence of perso0l and professio0l reflection. A commitment to, and participation in, endeavors for Social Justice are essential elements for the candidate’s ability to transform classrooms, schools, and communities as a professio0l educator in the 21st century.

**2012- 2013 Unit Standards Assessments: Oral Response, Final Reflective Essay, and Dispositions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Critical Transformative Educator | | | | |
|  | Unacceptable | Uninformed | Competent | Proficient |
| Initial Programs | | | | |
| Final Essay |  |  | 25% | 75% |
| Oral Response |  |  | 100% |  |
| Dispositions |  |  | 2% | 98% |
| Advanced Programs | | | | |
| Final Essay |  | 1% | 8% | 91% |
| Oral Response |  |  | 100% |  |
| Dispositions |  |  | 7% | 93% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Reflective practice | | | | |
|  | Unacceptable | Uninformed | Competent | Proficient |
| Initial Programs | | | | |
| Final Essay |  |  | 19% | 81% |
| Oral Response |  |  | 100% |  |
| Dispositions |  |  | 7% | 93% |
| Advanced Programs | | | | |
| Final Essay |  | 2% | 8% | 90% |
| Oral Response |  |  | 100% |  |
| Dispositions |  |  | 7% | 93% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Social Justice Advocate | | | | |
|  | Unacceptable | Uninformed | Competent | Proficient |
| Initial Programs | | | | |
| Final Essay |  | 2% | 24% | 74% |
| Oral Response |  |  | 100% |  |
| Dispositions |  |  | 7% | 93% |
| Advanced Programs | | | | |
| Final Essay |  | 2% | 6% | 92% |
| Oral Response |  |  | 100% |  |
| Dispositions |  |  | 9% | 91% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Multicultural Educator | | | | |
|  | Unacceptable | Uninformed | Competent | Proficient |
| Initial Programs | | | | |
| Final Essay |  | 1% | 29% | 70% |
| Oral Response |  |  | 100% |  |
| Dispositions |  |  | 6% | 94% |
| Advanced Programs | | | | |
| Final Essay |  | 2% | 7% | 91% |
| Oral Response |  |  | 100% |  |
| Dispositions |  |  | 10% | 90% |

Interpretation and Findings: Reviews of the data from the three unit standard assessments reveal a high degree of understanding and knowledge regarding of the foundational underpinnings of all programs across the College of Education with almost 100% of candidates rated as competent or proficient. In the advanced program a small number of candidates did not appear to internalize the concepts and were rated as uninformed. Advanced program faculty seek out such candidates and engage in individual consultation as it is almost impossible to enroll in College of Education classes at any level that do not specifically and deliberately emphasize the unit standards and their connection to the curriculum. To this end faculty are asked to provide the specific connection of their course to the standards in the syllabus. The Unit is working to monitor this through Department chairs and program directors who supervise full time and adjunct faculty. In addition, adjunct faculty is exposed to these concepts through annual adjunct meetings and trainings.

A look across the initial programs shows a 100% competence in the Oral Response task for candidates. This is very much in line with expectations for initial licensure candidates as they only have the benefit of field experiences upon which to draw real world connections of the standards to their view of the field. That is why the Unit chose to use a service learning experience with marginalized populations to provide a lens for the candidates to view inequity and injustice in schools and the larger community. Initial candidates often have difficulty articulating how their work makes a difference and then tying that articulation to their beliefs for practice as novice teacher in the field. By the culmination of their programs initial candidates demonstrate a higher level of proficiency as the final reflective essay is a component of the summative evaluation during the clinical experience of student teaching. Through their semester long presence in a classroom and school the candidates are better able to see the effects of marginalization and inequity toward certain populations and have a better opportunity to positively impact these P-12 students. The measure of candidates’ dispositions includes both measures of the unit standards and professional behaviors that are essential to the success of the candidates in the field as student teachers and beyond.

Across the Advanced licensure programs a much higher percentage of proficiency is noted in all assessments. This is within expectations for these candidates as they are, for the most part, already working professionals in schools. There is, on occasion, that candidate whose goal is just do the seat time, get the license or move on the salary schedule. These candidates sometimes resist the notion that there is institutional inequity and that all children can learn. On occasion, these candidates espouse ideas that are contrary to the unit standards and in the case of these assessments, appear to be uninformed about their professional responsibilities to improve the quality of education for all. These candidates are counseled by program faculty and in severe cases dismissed from their program for their inability or unwillingness to embrace the moral and ethical call for leadership in order to transform schools and communities.

Overall, the results from the 2012-2013 assessments do not differ from previous administrations and faculty continues to look for ways to bring the unit standards to life in their classrooms. To that end the College of Education invited Christine Sleeter to campus to meet with the faculty and assist with how to connect this important work. In addition, the Ed.D. program sponsored a Critical Media Literacy Conference that included break outs by current researchers on the topic and key note speakers who presented on how media impacts schools and communities. Faculty, candidates, and school partners were invited to attend.

Prepared by: Dr. Pamela Jessee, Dean of the College of Education

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