

**Unit Assessment Report: College of Education Unit Standards Assessment**

**School Year: 2011-2012**

**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, alternative lifestyles, and disabilities/exceptionalities. 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 professional dispositions to work successfully with children of all races, ethnicities, disabilities/exceptionalities 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 dominant 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 professional 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 personal and professional 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 professional educator in the 21st century.

**Data:**

**2011- 2012 Unit Standards Assessments: Oral Response, Final Reflective Essay, and Dispositions**

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| Critical Transformative Educator |
|  | Unacceptable | Uninformed | Competent | Proficient |
| Initial Programs |
| Final Essay |  | 1% | 28% | 72% |
| Oral Response | 2% | NA | 98% | NA |
| Dispositions | 10% | NA | 90% | NA |
| Advanced Programs |
| Final Essay |  |  | 7% | 93% |
| Oral Response |  | NA | 100% | NA |
| Dispositions |  | NA | 36% | 65% |

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| Reflective practice |
|  | Unacceptable | Uninformed | Competent | Proficient |
| Initial Programs |
| Final Essay |  |  | 28% | 72% |
| Oral Response |  | NA | 100% | NA |
| Dispositions | 4% | NA | 96% | NA |
| Advanced Programs |
| Final Essay |  |  |  | 100% |
| Oral Response |  | NA | 100% | NA |
| Dispositions |  | NA | 29% | 71% |

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| Social Justice Advocate |
|  | Unacceptable | Uninformed | Competent | Proficient |
| Initial Programs |
| Final Essay |  | 1% | 37% | 62% |
| Oral Response |  | NA | 100% | NA |
| Dispositions | 8% | NA | 92% | NA |
| Advanced Programs |
| Final Essay |  |  |  | 100% |
| Oral Response |  |  | 100% | NA |
| Dispositions |  |  | 48% | 52% |

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| --- |
| Multicultural Educator |
|  | Unacceptable | Uninformed | Competent | Proficient |
| Initial Programs |
| Final Essay |  | 2% | 29% | 69% |
| Oral Response |  | NA | 100% | NA |
| Dispositions | 10% | NA | 90% | NA |
| Advanced Programs |
| Final Essay |  |  | 7% | 93% |
| Oral Response |  | NA | 100% | NA |
| Dispositions |  |  | 36% | 64% |

Interpretation and Findings:

A review of the data once again shows that the majority of candidates in the College of Education both at the Advanced and Initial program levels perform at a competent or proficient level on the three measures of the Unit Standards and Dispositions of the College. In the area of Critical Transformative Educator, initial candidates appear to have more difficulty with this concept in that the ideal that a novice teacher can be an agent for change can be daunting for someone who is learning the basics of lesson planning, instructional strategies and assessment. However, the College provides opportunities and expectations for work with marginalized populations both in and out of the classroom that gives the initial candidates a foundation of how they might contribute to the benefit of the underserved. Advanced candidates have no difficulty with the idea of leadership for access and equity. Reading and Literacy, English as a Second Language, Instructional Technology, and Education leadership programs all provide focus on ethical and moral leadership and transformation of institutions for the better.

Similar results are seen in the area of reflective practice with a high percentage of initial program candidates in the competent and proficient range. Reflection is a highly regarded component of both one’s teaching, or learning to teach in the initial programs as well as reflection of the context of the educational environment. Initial candidates demonstrate early on the ability to identify institutional inequities in schools and to begin to develop a demeanor of advocacy and social justice as a classroom teacher. Again, advanced candidates are bombarded in their coursework with case studies, readings by key theorists and other scholarly work that lay a foundation for understanding that whether they are a professional with advanced licensure or an administrator they have responsibility for the climate and culture of their educational environments.

Overall, faculty in the College of Education expresses satisfaction with these measures of the college unit standards and dispositions. The revision of 2010 seemed to have addressed issues of the assessments not adequately differentiating levels of performance for the candidates, particularly in the initial licensure programs. Faculty is always searching for authentic experiences and opportunities to highlight the importance of the work of educators in this realm.