Departmental and Program Assessment
Annual Assessment Plan Basic Update

Academic Year: __2013-14_____

Academic Unit: __EDUCATION_____

Chair: ___Dr. James Jennings_____

Student Assessment Plan (SAP) – Basic Check-list

1. Have any changes been made to your program's student assessment plan or student learning goals? Your recent version should be on the web at http://www.hendrix.edu/academics/academics.aspx?id=7264. If you have made changes, then attach a copy of the new plan or goals.

    X□ yes   □ no The departmental objectives were changed to match the switch by the Arkansas Department of Education from the Pathwise objectives to the Charlotte Danielson model, known as the Teacher Excellence Support System (TESS). The Pathwise model has 26 objectives, and the TESS model has 21 objectives.

2. Are student learning goals available to students on the web on the departmental/programmatic page(s)? If not, then this will be considered as an action plan for the coming year.

    X□ yes   □ no The 21 departmental objectives (TESS) serve as the student learning goals. They are available
    to students on the Education Department webpage. (www.hendrix.edu/education, see "Education Department Goals") These objectives are divided into five domain areas.
    Domain 1 – Planning and Preparation
    Domain 2 – Classroom Environment
    Domain 3 - Instruction
    Domain 4 – Professional Responsibilities

3. Are student learning goals, appropriate for each course, included in the course syllabi in your department or program? If not, then this will be considered as an action plan for the coming year.

    X□ yes   □ no The 21 departmental objectives (student learning goals) are used repeatedly EDUC 110, History of Education and Effective Teaching; EDUC 360 Inclusive Education w/lab; all Methods courses; EDUC 460 Introduction to Student Teaching; and EDUC 461 Student Teaching. *Attention will be given to making sure that the departmental objectives are highlighted, as needed, in all course syllabi.*

Student Assessment Plan Development - Departments and programs who have a complete and current SAP should consider the next step in SAP development.

1. As a next step in SAP development, departments/programs are encouraged begin working on an assessment audit to determine how student learning goals fit across the courses in the major. Sometimes the term "scaffolding" is used to describe this process. This could be as complicated as a full grid of student learning goals, or a single learning goal, across the courses in the major. (This has not been required of departments, but it is a recommended next step when the SAP is up to date.) Has your program already done this?

   X☐ yes   ☐ no   *If yes, please provide any **new** results in either in prose or as a table. If no, then this could be the next*
   annual action plan for your program.

The Education Department uses an assessment audit that applies to the e-folio process, rather than specific courses. The e-folio process begins in EDUC 360, Inclusive Education w/lab. Students are required to create an e-folio in an online assessment site called "Livetext." An e-folio consists of a narrative, a reflection, and at least two pieces of related evidence for 6 of the 21 objectives, from specific domains. The same requirements apply to the junior e-folio document that is submitted to the Teacher Education Committee for admission to the teacher education program. The highest score is "3," for a total of 18 points. The minimum score for admission is "13" points. In the 400-level Methods courses, students must submit an e-folio for 11 of the 21 objectives, from Domains A, B, C, D, and E. Finally, the senior e-folio process involves a narrative, a reflection, and at least two pieces of evidence for all of the 21 e-folio objectives (student learning goals). The total score is "63," and the minimum score is 44 points for teacher licensure approval. All of this information is compiled in an Excel document titled "Teacher Education Committee E-folio Results." (Go to www.livetext.com, Visitor's Code: 80D5DCF4)

Yearly Assessment Report – each department or program is expected to have assessment discussions for at least two hours each academic year. If necessary, help is available from David Sutherland, just call.

1. What was your planned action item identified in your last report?
-Although this objective received 97% mastery, we will continue to emphasize that student teachers need to initiate contact with parents/guardians. We will require students to introduce themselves to their parents with a written letter at the beginning of the semester.
-We will add to the Student Teacher Appraisal form two items, based on feedback on the 2011-2012 debriefing form. We will add: Prepares and manages materials and technology for effective learning. Also, we will add: "exhibits enthusiasm for teaching."
Both of these items were completed.

2. Briefly summarize the topics discussed in your annual assessment meeting.
-Discussed having student teachers attend ARTful Teach Conference, at Petit Jean Mountain.
-Qualifications for Secondary Education Award Recipients
-Use of Livetext during Spring term, 2015
-2013-2014 Student Teacher Debriefing Summaries/Program

-End of year summaries for student teachers (multicultural evaluation forms, student teaching debriefing forms, and student teacher evaluation forms)
-Disciplinary Literacy
-Redesign Methods course
-Fall 2013 Senior E-folio results
-Spring 2014 Senior E-folio results (see "Armstrong PC Senior E-Folio Results)
-Average GPA of Student Teachers – 3.44
-Mental Health course
-Area of focus/expertise for the department
-Restoration of elementary education licensure
-High Praxis II results
-N-Stead
-New licensure requirements for science

For details on any of the items above, Go to www.livetext.com, Visitor's Code: 80D5DCF4. Scroll down to "May 29, 2014, End of Year Department Meeting.

3. What was the conclusion of your assessment discussion and how did the collected assessment data inform your conclusion? Specifically describe any curricular or programmatic changes that have been made that were based, at least in part, on the data in your SAP.

The Pathwise model was used for the fall 2013 licensure candidates, and the Danielson model (TESS) was used for the teacher licensure candidate for spring 2014. In regard to the fall 2013 candidates, all of the average scores fell within a range of 2.5-3.0 (3.0 is the highest score possible), except the following:

-B3 – 2.4 Enthusiasm of the teacher
-B5 – 2.2 Classroom behavior (management)
-C1 – 2.3 Giving clear objectives and procedures
-D1 – 2.0 Reflection on student learning
-E4 – 2.3 Data on student learning

It should be noted that 2.0 is listed as "Competent" on the Pathwise model. Also, on the student teacher debriefing forms, the candidates noted that they were well-prepared for student teaching, and emphasis was placed on their preparation for classroom management (B5). We will continue to give additional attention to these areas, although they do not represent any serious problems or deficiencies.

In regard to the spring 2014 candidate, all of the average scores fell within a range of 2.5-3.0 (3.0 is the highest score for teacher candidates), except the following:

-1C – 2.0 Sets instructional outcomes
- 3C – 2.375 Engages students in learning
-4D – 1.5 Participates in a professional community

On the TESS model, 2.0 is listed as "Basic." There was only one teacher licensure candidate for spring 2014. Just the same, the department will continue to give additional attention to these areas. The TESS model aligns very closely with the Pathwise model. As a result, the areas

below 2.5 for the spring licensure candidate, were at 2.5 or above for the fall 2013 candidates, based on the Pathwise model.

4. Define one new action item for your assessment discussions next year.
-Although some students are meeting the objectives on the E-folio, their grammar may not be what it considered acceptable. This is an important aspect of professionalism. As a result, Dr. Jackson will check into adding a grammar component to the E-folio.
-Restoration of an elementary education teacher licensure program (and major)