

MED in Elementary Education

by GSU Office of Inst Effect

Instructions for Completing the GSU Annual Student Learning Assessment Report

GENERAL INSTRUCTIONS

1. Read **INSTRUCTIONS FOR COMPLETING THE GSU ANNUAL STUDENT LEARNING OUTCOME (SLO) REPORT IN LIVETEXT** in the section below. Please note that some of the categories and instructions may have changed from previous years.
2. Select the appropriate reporting year from the page list (on the left of your screen) and enter data for the year.
 - Information from the previous year has been carried forward. Please revise each section to reflect your current report.
 - Remember to Save Changes periodically and to Save & Finish when the section is complete.
 - Refer to the attached rubric to help you understand how the report will be reviewed.
3. Send for Review to [gsu_oie](#).

Attachments  [Assessment_Report_Evaluation_Rubric1.pdf](#)

INSTRUCTIONS FOR COMPLETING THE GSU ANNUAL SLO REPORT IN LIVETEXT

Program Mission and Student Learning Goals

Briefly describe the purpose and goals of the educational program with regard to student learning.

Goals should be stated in terms of **what you want students from this program to be**. (Note: On the pages for Student Learning Outcomes, you will have a chance to state what you want students to **know or be able to do**.)

Sample Goal Statement: "Students from this program will be accomplished researchers with a firm foundation in theories related to the teaching of English/Language Arts."

Statement of the Student Learning Outcomes (SLOs):

The SLO should be stated in terms of **what you want students from this program to know or be able to do**.

SLOs typically concern knowledge, skills, or attitudes/values/ dispositions that students are expected to acquire through the program, and they should align with the mission statement. They should be specific, measurable, and student-centered; stated with clarity, using precise verbs; and identify which students are to be assessed. Sample Student Learning Outcome: "Students from this program will be able to research a topic of significance and write a dissertation based on the research and findings." You can list as many SLO's as you like, but you will only report Findings for a maximum of 5 SLO's.

Program Learning Opportunities (optional for 2014-2015 reporting year)

Describe where in the program students are provided opportunities to learn, practice, and master each of the SLOs. All SLOs should have specific classes and/or educational activities linked to them. A curriculum map or matrix can provide an effective visual summary and may be attached to the report.

Assessment Methods and Targets

Methods: Describe the method used to measure each Student Learning Outcome (SLO) **(Please note that a course grade is not an acceptable measure for a specific SLO.)**

Targets: Provide the desired results (e.g., standards, targets, benchmarks, etc.) that were established for each SLO. A method may be used to assess more than one SLO, and each SLO may be assessed by more than one method, but at least one direct method (e.g., tests, essays, presentations) should be used for each SLO. For each method, describe (1) the assignment or activity that was assessed, (2) the students who were assessed, and, where it is not obvious, (3) the means of assessment, such as a rubric. In addition, the data collection process should be made clear. More detailed descriptions of each method, such as

the instructions for an assignment and the rubric used to assess the assignment, may be attached in the appropriate section for the SLO. Targets should challenge students but also reflect varying levels of student ability. They should be consistent with the rubric or other measurement devices used to assess each SLO. An explanation or justification for the choice of targets should be provided whenever possible.

Assessment Findings

For each assessment method and SLO assessed, summarize the data collected and principal findings. The findings should relate directly to the SLO and the desired results, and they should provide information that is potentially useful for informing program improvements. More detailed descriptions, such as charts and tables, may be pasted in the appropriate section, or they may be attached as file attachments.

Analysis of Assessment Findings

Where appropriate, discuss the significance of the findings in light of (1) the desired results, (2) findings from previous years, (3) recent changes in the educational program or the assessment process, etc. What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process? (2) What impact have recent program changes had on student learning (indicate those program changes that resulted from previous assessment findings)? (3) What impact have recent changes in the assessment process had on the quality of the findings? **You should not report findings for more than 5 SLOs for any reporting period.**

Sharing and Discussion of Assessment Findings

Describe how assessment findings are shared and discussed among program faculty and other stakeholders. In particular, make clear the process that is used to analyze assessment findings and to use them to make improvements in the educational program and/or the assessment process.

Use of Assessment Findings for Program Improvement

Describe any changes in (1) the educational program and/or (2) the assessment process that are planned or being implemented in response to this year's assessment findings. Be as specific as possible with regard to the nature and timing of the changes to be made as well as their linkages to the assessment findings. Also, briefly summarize the status of previous years' action plans.

Attachments

You can attach files (such as rubrics, tables, charts, checklists, etc.). Be sure that files are clearly labeled for their purpose.

2014-2015

Reporter Information

Department: Early Childhood & Elementary Education

Program: MED Elementary Education

Contact Person: Dr. Lynn Hart

Email Address: lhart@gsu.edu

Program Mission and Student Learning Goals

Mission: The Master of Education (M.Ed.) program in Elementary Education is a graduate degree designed for teachers who wish to pursue advanced preparation in a specific content area at the elementary level (reading, mathematics or science).

Goals: Students in this program will be collaborators with parents and children as they focus on strategies for enhancing effective child learning. Therefore, all ECEE coursework and instruction will incorporate reflective practice, collaboration, theories of child

development, strategies for managing classrooms and affirming diversity

Student Learning Outcomes/Objectives (SLO's):

1. Candidates apply knowledge of learner-centered pedagogical knowledge in his/her teaching
2. Candidates demonstrate a measurable impact on student learning.
3. Candidates demonstrate effective professional dispositions of educational professionals.

Program Learning Opportunities

Describe where in the program students are provided opportunities to learn, practice, and master the Student Learning Objectives (SLO's) that are included below. All SLO's should have specific classes and/or educational activities linked to them. A curriculum map or matrix can provide an effective visual summary and may be attached to this section.

Student Learning Outcome #1:

Statement of Student Learning Outcome (SLO):

1. Candidates apply knowledge of learner-centered pedagogical knowledge in his/her teaching
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Assessment Methods and Targets:

1. The Assessment: **Teacher Development II**
2. A brief description of how the assessment is used in this program:

The Teacher Development Rubric I assesses student curriculum knowledge and pedagogical knowledge through performance on assignments submitted across the ECE core courses (ECE 7390, 7410 and 7400). The Teacher Development Rubric II assess student content knowledge as implemented in the elementary classroom at the endpoint of the program.

The Teacher Development Rubric I (Midpoint) is used to assess students' Pedagogical and curriculum Knowledge and Performance. The rubric is based on NBPTS Standard 1: Knowledge of Students and Learning, NBPTS Standard 3: Managing and Monitoring Student Learning Environments, as well as NCATE Domains 3: and 4: Pedagogical Knowledge and Skills and Planning; and Domain 5: Effects on Student Learning. Data from the rubrics for this assessment are collected electronically through a system of assessment tools called LiveText. As faculty use the rubrics to assess students, data are electronically stored and compiled in the LiveText administrative account where reports can be generated, stored, and distributed for review at any point in the program. Reports are available to program faculty at the midpoint (ECE 7400) and at the endpoint of the content concentration (ECE 7740). The Program faculty meet regularly to discuss student performance and to plan for program improvement based on the data.

3. Scoring guides [rubric] or criteria used to score candidate responses on the assessment: **See Teacher Development II**

Rubric Attached

4. Targets: Acceptable or higher (80% of students score in the exceptional or acceptable)
5. Findings:

Target goals for the second year of the MEDEE program were 80% of students score in the exceptional or acceptable increased slightly from last year and were met overall. However two categories require attention. The two areas which require attention are (1) candidates possessing and demonstrating relevant content knowledge in his/her teaching, and (2) candidates demonstrate knowledge of and value for cultural diversity in his/her teaching. While over half scored exemplary in these categories nearly half did not. Although the midpoint showed some disparity in the data, this improved by the end of the program

Action Plan:

Targets for next year will be increased. Specific areas of content weakness will be discussed by faculty within each of the content areas as will strategies to enhance sensitivity to cultural diversity and how that can be addressed within each content area, including mathematics, science and reading.

Teacher Development II Rubric (Endpoint)	Not Observed (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	Mean	Mode	Stdev
Candidate applies knowledge of learner-centered pedagogical knowledge in his/her teaching....	0	7	8	2.533	3.000	0.499
1.2 Candidates possess & demonstrate relevant content knowledge in his/her teaching...	0	7	8	2.533	3.000	0.499
2.1 Candidate demonstrates knowledge of and value for cultural diversity in his/her teaching...	0	1	14	2.933	3.000	0.249
3 Candidates manage and monitor student learning...	0	1	14	2.933	3.000	0.249
3.2 Candidates coordinate time, space, technology & other resources to provide active & equitable engagement of diverse learners....	0	1	14	2.933	3.000	0.249
3.3 Candidate implement appropriate communication techniques to provide for learner interaction...	0	1	14	2.933	3.000	0.249

Attachments  [ECE_MED_Teacher_Development_II_Rubric.docx](#)

Student Learning Outcome #2:

Statement of Student Learning Outcome (SLO):

2. Candidates demonstrate a measurable impact on student learning.

Assessment Methods and Targets:

1. The Assessment: **Impact on Student Learning II**

2. A brief description of how the assessment is used in this program: The Impact on Student Learning Rubric I is used toward the end of the ECE core to assess video data provided by the candidate of actual classroom instruction. The Impact on Student Learning Rubric II is used during the field placement near the end of the endorsement coursework and is based on 2 classroom observations. Domains of the criteria to be observed are in the rubric.

3. Scoring guides [rubric] or criteria used to score candidate responses on the assessment - **See Impact on Student Learning II Rubric Attached**

4. Targets: Acceptable or higher (80 % will score acceptable or exemplary)

5. Findings:

This target was met overall, however, the categories of (1) use of knowledge of child development and (2) use of research-based discipline specific knowledge warrant attention.

Action Plan

Since the program currently allows students to take either EPY 7090 or EPY 7080, students will be advised to take EPY7090 (Psychology of the Young Child) rather than the more generic EPY 7080 Psychology of the Learner. Additionally faculty in the program will integrate more opportunities for students to read research-based literature in their content area.

Impact on Student Learning II (Endpoint Results)	Not Observed (1 pts)	Acceptable (2 pts)	Exemplary (3 pts)	Mean	Mode	Stdev
1.1 Candidates use knowledge of child development & theories of learning to design meaningful educational opportunities for all learners...	0	5	11	2.688	3.000	0.464
1.2 Candidates possess & use research-based, discipline specific knowledge & pedagogy to facilitate learning for all....	0	6	9	2.600	3.000	0.490
2.1 Candidates know and respect individual differences, establish productive & ethical relationships with students, & modify the learning environment to positively impact student learning...	0	0	15	3.000	3.000	0.000
2.2 Candidates create engaging learning communities where the diverse perspectives, opinions, & beliefs of all students are acknowledged & respected...	0	0	15	3.000	3.000	0.000
3.1 Candidates use knowledge of students' cultures, experiences, & communities to create & sustain culturally responsive classrooms & schools...	0	0	15	3.000	3.000	0.000
3.2 Candidates coordinate time, space, technology & other resources to provide active & equitable engagement of diverse learners in real world experiences....	0	0	15	3.000	3.000	0.000
3.3 Candidate implement appropriate communication techniques to provide for learner interaction within local and global communities...	0	2	13	2.867	3.000	0.340

Attachments  [ECE_MED_Impact_on_Student_Learning_II_Rubric.docx](#)

Student Learning Outcome #3:

Statement of Student Learning Outcome (SLO):

3. Candidates demonstrate effective professional dispositions of educational professionals.

Assessment Methods and Targets:

1. The Assessment: **Five Dispositions of Effective Educational Professionals (Endpoint)**

2. A brief description of how the assessment is used in this program:

The assessment for Dispositions is entitled, "Five Effective Dispositions of Effective Educational Professionals" and is used in all programs in the Professional Education Unit beginning fall 2010. This assessment is aligned to the PEF Conceptual Framework.

Students are assessed for dispositions at two transition points: After completion of the ECE Core coursework (ECE 7400) and near completion of the content concentration coursework (ECE 7740). The dispositions assessment provides data on the growth and development of teacher candidates' beliefs and attitudes during the program to the completion of the program.

3. Scoring guides [rubric] or criteria used to score candidate responses on the assessment: **See Five Effective Dispositions of**

Educational Professionals Rubric Attached

4. Targets: Acceptable or higher; 90% score in the acceptable or exceptional range

5. Findings: 100% or 12/12 of the teachers scored at the acceptable or exceptional points. Program exceeded goal.

	Exceptional (4 pts)	Acceptable (3 pts)	Marginal (2 pts)	Unacceptable (1 pt)	Mean	Mode	
EMPATHY: Sees and accepts other's points of view; bases communication on learner's point of view; believes in establishing rapport with learner; respects perspective of the learner...	7	5	0	0	3.583	4.000	0.493
POSITIVE VIEW OF OTHERS: Believes in the worth, ability and potential of others; trusts learner's capacity for change; believes others can and will rather than can't or won't...	7	5	0	0	3.583	4.000	0.493
POSITIVE VIEW OF SELF: Believes in the worth, ability and potential of self; possesses a fundamentally positive sense of self-adequacy, capability and dependability; has positive expectations of self...	5	7	0	0	3.417	3.000	0.493
AUTHENTICITY: Able to be open and genuine; self-discloses and melds personal uniqueness with culturally responsive interactions; does not feel one must play a role to be effective...	5	7	0	0	3.417	3.000	0.493
MEANINGFUL PURPOSE AND VISION: Focused on the long range; is visionary and reflective as a professional; commits to growth for all learners; cares about what is really important...	2	10	0	0	3.167	3.000	0.373

Attachments  [ECE_MED_Five_Effective_Dispositions_of_Effective_Educational_Professionals.docx](#)

Analysis of Assessment Findings

Where appropriate, discuss the significance of the findings in light of (1) the desired results, (2) findings from previous years, (3) recent changes in the educational program or the assessment process, etc. What did you learn from the assessment? In particular: (1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process? (2) What impact have recent program changes had on student learning (indicate those program changes that resulted from previous assessment findings)? (3) What impact have recent changes in the assessment process had on the quality of the findings?

The MEDEE is still a very new program, just completing its second year. Over both years outcomes on all measures have fallen in the acceptable to exceptional range and all goals have been met. As a result, it is premature to consider changes or revision to the program with so little data and such a small "n".

Sharing and Discussion of Assessment Findings

Describe how assessment findings are shared and discussed among program faculty and other stakeholders. In particular, make clear the process that is used to analyze assessment findings and to use them to make improvements in the educational program and/or the assessment process.

The MEDEE is an unusual program that houses 3 endorsement programs (math, science and reading). Measures for the endorsement components of the MEDEE program are discussed within each endorsement faculty because of the unique needs of each endorsement. Assessments for the overall MEDEE program are shared at regular program meetings with MEDEE faculty. Faculty are in agreement that given the overall positive outcomes of the first two years of the program, no changes should be made at this time.

Use of Assessment Findings for Program Improvement

Describe any changes in (1) the educational program and/or (2) the assessment process that are planned or being implemented in response to this year's assessment findings. Be as specific as possible with regard to the nature and timing of the changes to be made as well as their linkages to the assessment findings. Also, briefly summarize the status of previous years' action plans.

No changes were made from the 2013-2014 assessment period to the 2014-2015 assessment period since there was only one year of data and nothing to compare it to. There was only one sizable increase in a mean score of .4 of a point for Impact on Student Learning, item 3.2 Candidates coordinate time, space, technology & other resources to provide active & equitable engagement of diverse learners in real world experiences. There was also one sizable decrease in a mean score of .4 of a point in Dispositions, Vision. However, since this is still a very new program and outcomes were all in the acceptable range, no major changes are planned for the 2015-2016 AY.