

Georgia State University

Assessment Data by Section

2014-2015 Early Childhood Education BSED

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Mission / Purpose

The purpose of the Bachelor of Science in Education Program in Early Childhood Education at Georgia State University is to prepare teacher candidates who will be qualified to direct the education of young children in diverse settings from pre-school through elementary grades, English for Speakers of Other Languages (ESOL), and special education. The theme of this program is to develop teachers as facilitators of learning. Coursework, extensive field experiences, and collaboration among school-based and university faculty combine to develop a program that supports the professional growth of the novice educator.

Goals

G 1: Content Knowledge

The teacher candidate is an educator who will have the content knowledge necessary to understand the curriculum he or she teaches.

G 2: Pedagogical Content Knowledge & Skills

The teacher candidate is an educator who will have the pedagogical content knowledge and skills to be able to plan and implement effective instruction.

G 3: Effects on Student Learning

The teacher candidate is an educator who will have knowledge of varied assessment techniques and will reflect critically in order to increase student achievement.

G 4: Professional and Ethical Dispositions

The teacher candidate is an educator who will have professional and ethical dispositions and skills to meet the cultural, linguistic, learning and behavioral needs of all learners.

Student Learning Outcomes/Objectives

SLO 1: Demonstrates content knowledge (G: 1) (M: 4, 5)

Teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

SLO 2: Plans effectively for instruction and assessment (G: 2) (M: 5)

Teacher candidates plan instruction and assessment based upon knowledge of subject matter, students, the community, and curriculum goals.

SLO 3: Applies content and pedagogy for successful clinical practice (G: 2) (M: 2)

Teacher candidates apply content and pedagogy for successful clinical practice. (i.e. knowledge of academic disciplines; understanding of child development and individual differences; use of differentiated instruction; use of multiple instructional strategies; development of critical thinking and problem solving; understanding of individual and group motivation and behavior; creator of positive learning environments; use of effective verbal, nonverbal, and media communication techniques; reflective practitioner; collaborative partner with students, parents and community).

SLO 4: Uses assessment methods to impact student learning (G: 3) (M: 1)

Teacher candidates understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

SLO 5: Values and displays professional and ethical dispositions (G: 4) (M: 3, 5)

Teacher candidates value and display professional and ethical dispositions to meet the needs of all learners. They are reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. They know and use ethical and professional guidelines related to educational practice. Teacher candidates foster relationships with school

colleagues, parents, and agencies in the larger community to support students' learning and well-being. They are informed advocates for sound educational practices and policies.

Measures, Targets, and Findings

M 1: edTPA Portolio Rubric (O: 4)

The edTPA is a national teacher performance assessment designed by Stanford Center for Learning and Equity, 2013, all rights reserved. The Bachelor of Science Program in Early Childhood Education has embedded this assessment in the program as a key assessment. It will be required for initial certification in Georgia beginning fall 2015. Currently, the edTPA portfolios are evaluated by GSU faculty and the scores attached are local rather than national scores. The overall edTPA portfolio score, as well as, the assessment components in Literacy and Mathematics will be analyzed for teacher readiness to impact student learning and for program improvement. The Literacy and Mathematics assessment components of the edTPA require teacher candidates to provide documentation and evidence of whole class understandings, specifically strengths and needs, as well as for individuals and for groups of students. Additionally, teacher candidates must describe and analyze strengths and misconceptions/errors made by their students in order to establish a plan for future instruction. This assessment provides evidence of the teacher candidate's ability to bring students from diverse groups to higher levels of learning. A rubric is used to locally evaluate candidate readiness for teaching. A national score of "Proficient" - Level 3 OR locally evaluated score of "Proficient" - Level 2 on the Elementary Education edTPA Handbook rubrics is the desired target.

Source of Evidence: Project, either individual or group

Target for O4: Uses assessment methods to impact student learning

Since the ECE BSED Program leads to teacher certification/licensure at the endpoint, it is expected that most candidates, 100%, will achieve at least a rating of 2, "Proficient", on the edTPA three point local evaluation rubric. The following targets have been set at each level of the local evaluation rubric: Level 3 (Advanced) 75%; Level 2 (Proficient) = 100%; Level 1 (Emerging) = 0%. A national scoring five point rubric is equivalent to the local scoring rubric as follows: National scoring levels 4 and 5 = Local scoring level 3 National scoring level 3 = Local scoring level 2 National scoring levels 1 and 2 = Local scoring level 1 edTPA portfolio scores reported using the five point scale have been collapse to the 3 point local evaluation rubric as described above.

Findings 2014-2015 - Target: Not Met

The edTPA – Elementary Education (Literacy & Mathematics) national performance assessment was implemented in the ECE BSE Program in 2014-2015 at the program endpoint, and all teacher candidates were locally evaluated. Due to the discrepancy between local evaluation and nationally scored edTPA portfolios (see both tables below), we have analyzed the sample of 17 nationally scored edTPA portfolios in order to look at data for program improvement. While this is a small sample, the edTPA portfolios were randomly selected. Although 13/17 or 76% of the candidates had an overall passing score, based upon the Georgia cut score of 42 set for fall 2015 completers, we identified edTPA Tasks 3 and 4, the assessment components, to assess our candidates' effects on student learning. Clearly, according to the assessment components, much improvement is needed in our candidates' assessment of both literacy and mathematics for student learning. The aggregate pass rate for the Literacy component, TASK 3, was 24%, while the aggregate pass rate in Mathematics, at 55%, was much higher. We believe this is the case, because candidates are required in TASK 3 to give pupils appropriate feedback to guide their learning (rubric 12 – mean 2.6), ensure that they apply the feedback (rubric 13 – mean 2.2), and support their academic language use (rubric 14 – mean 2.4). These are three areas that the program faculty have identified for program improvement. An action plan has been developed in the form of signature assignments that are embedded across the program in the following courses: ECE 3360: Assessment of Classroom Learning in Early Childhood Education; EXC 4560: Educational Evaluation of Students with Disabilities; ECE 3400: Reading Methods in Elementary Education; and ECE 3604: Mathematics Methods in Elementary Education: Upper Grades. All teacher candidates will submit edTPA portfolios for national scoring 2015-2016. Program faculty will reevaluate TASKS 3 and 4. See data tables in the repository.

M 2: Intern Keys: Final Student Teaching Evaluation (O: 3)

Teacher candidates in the ECE BSE Traditional and Dual Certification Programs are expected to demonstrate knowledge, skills/performance and dispositions that are essential for high quality early childhood education for all students in grades prekindergarten through fifth grade. These competencies must be demonstrated in field settings with children, parents, and colleagues, as well as in the university course work. Teacher candidates have three practicum field experiences prior to their clinical practice (student teaching) with up to 1300 hours of field experiences over the course of the program. The Intern Keys Final Student Teaching Evaluation is an overall evaluation of the candidate and is completed by the university supervisor at the end of student teaching, in the courses ECE 4661 (Dual ECE Program with special education concentration) and ECE 4662 (Traditional ECE Program with ESOL concentration). The evaluation is a comprehensive review of the candidate's pedagogical content knowledge and skills and the rubric is aligned to the InTASC Model Core Teaching national standards for initial teacher licensure. The university supervisor rates the candidate based on her/his teaching performance, assignments and professionalism as demonstrated during student teaching, clinical practice. The 5 point rubric includes: 4 ("Exemplary"), 3 ("Proficient"), 2 ("Needs Development") and 1 ("Ineffective"). The teacher candidate is expected to achieve at level 2 (Needs Development) with aspirations to achieve level 3 (Proficient) on all indicators in order to complete student teaching, ECE 4661 or

ECE 4662, and be recommended for certification. Level 2 is an acceptable rating for a pre-service teacher as established by educators using the Intern Keys assessment associated with the new Teacher Assessment on Performance Standards embedded in the new Georgia Teacher Keys Evaluation System. If a teacher candidate receives a rating lower than 3, the university supervisor works with the candidate to develop an action plan and an additional opportunity to demonstrate competency. A grade of "C" or better in ECE 4661 or ECE 4662 is required in order to pass student teaching. This is an end of program evaluation.

Source of Evidence: Field work, internship, or teaching evaluation

Target for O3: Applies content and pedagogy for successful clinical practice

Since the ECE BSED Program leads to teacher certification/licensure at the endpoint, it is expected that most candidates, 100%, will achieve at least a rating of 2, "Needs Development", with is appropriate for a pre-service teacher on this new Teacher's Evaluation System for interns, a 1-4 point rubric. Candidates who do not achieve these ratings work with faculty to create an action plan specifically designed to address areas of deficiency with the goal of reaching a level 3, "Proficient". The following targets have been set for candidates at each level of the rubric: Level 4 = 25%; Level 3 = 75%; Level 2 = 100%, Level 1 = 0%.

Findings 2014-2015 - Target: Met

Review of the overall performance scores obtained from the Intern Keys Final Student Teaching Evaluation instrument for 2014-2015 reveal the following: Traditional ESOL and Dual – Special Education concentration candidates combined show a 98% or 100/102 aggregate pass rate. Disaggregate scores for Traditional ESOL and Dual – Special Education concentration candidates indicate 97% and 100% of the candidates from each program, respectively, passed the key assessment. The two teacher candidates who were below target have Action Plans for Improvement. One of these candidates will repeat the Student Teaching experience. Overall, outcome 4 (Assessment) and outcome 5 (Dispositions) need the most improvement. Both areas will be addressed in the program assessment courses, ECE 3360 and EXC 4560, to focus on formative assessment and documentation of next steps for learning. See data tables attached in the repository.

M 3: Five Dispositions of Effective Education Professionals Rubric (O: 5)

The new Dispositions Survey (implemented fall 2010 and forward) called Five Dispositions of Effective Education Professionals is a university supervisor rating of candidates' dispositions (values and actions) as observed in clinical practice in the following areas: Empathy, Positive View of Others, Positive View of Self, Authenticity, and Meaningful Purpose and Vision. Data presents mean scores across these five areas. The rubric levels are as follows: Level 4 (Strength or Exceptional), Level 3 (Developing or Acceptable), Level 2 (Emerging or Marginal) and Level 1 (Unsure or Unacceptable).

Source of Evidence: Field work, internship, or teaching evaluation

Target for O5: Values and displays professional and ethical dispositions

Since the ECE BSED Program leads to teacher certification/licensure at the endpoint, it is expected that all candidates, 100%, will achieve at least a rating of 3, "acceptable," on the 1-4 point Five Dispositions of Effective Educational Professionals rubric. Candidates who do not achieve these ratings work with faculty to create an action plan specifically designed to address areas of deficiency with the goal of reaching an "acceptable" rating. The following targets have been set at each level of the rubric: Level 4 = 75%; Level 3 = 100%; Level 2 = 0%, Level 1 = 0%.

Findings 2014-2015 - Target: Partially Met

Review of the overall performance scores obtained from the Intern Keys Final Student Teaching Evaluation instrument for 2014-2015 reveal the following for Dispositions as denoted by standards 7 and 9: Traditional ESOL and Dual – Special Education concentration candidates combined show 84% or 86/102 aggregate pass rate. Disaggregate scores for Traditional ESOL and Dual – Special Education concentration candidates indicate 85% and 84% of the candidates from each program, respectively, met or exceeded the target. Fifteen candidates need development in certain areas and recommendations were identified in the teacher candidates Action Plans. Indicator 7.6 – (Actively listens and pays attention to students needs and responses) was identified as an area for improvement for most of the candidates denoted in the level 2 range. This area will be addressed in ECE 3360 and EXC 4560 – assessment courses in the program. One candidate did not display effective dispositions, overall, and she will repeat Student Teaching. See data tables uploaded in the repository.

M 4: GACE Content Assessments in Early Childhood & Special Education (O: 1)

Passing scores on the GACE Content Assessments are required for teacher certification. The following GACE Assessments are required by program: Early Childhood Education (ECE) Traditional Program: Test 001 (Language Arts, Social Studies); Test 002 (Mathematics, Science, Health, Physical Education) Early Childhood Education and Special Education, General Curriculum (ECE SPE) Dual Certification Program: Test 001 (Language Arts, Social Studies); Test 002 (Mathematics, Science, Health, Physical Education); Test 081 and 082 (Special Education)

Source of Evidence: Certification or licensure exam, national or state

Target for O1: Demonstrates content knowledge

A passing score determined by the Georgia Professional Standards Commission on initial teacher certification is required for teacher certification/licensure in Early Childhood and Special Education.

Findings 2014-2015 - Target: Met

GACE Scores for 2014-2015 were not disaggregated by program; however, the average reported for ECE candidates in initial teacher preparation programs at GSU were ahead of state averages in all content areas. Additionally, scores in science are up in comparison to prior reports. See the score report loaded in the document repository.

M 5: Observation Field Performance Assessment Rubric (O: 1, 2, 5)

The Observation of Field Performance is used to assess pre-service teachers during practicum (three field experiences prior to student teaching) and student teaching (clinical practice). The instrument is based on the Georgia Teacher Assessment on Performance Standards (TAPS) and the InTASC Model Core Teaching Standards, April 2011. The assessor will enter observation ratings in LiveText across all indicators and domains for the final teacher candidate observation in each of the field experiences. This assessment is used as a key assessment mid-program (Practicum II) and end program (Student Teaching) to assess the teacher candidate's knowledge and performance and overall readiness for teaching. Practicum I: Pre-kindergarten (5 weeks) and Kindergarten (8 weeks) Practicum II: 1st grade (7 weeks) and 2nd/3rd grade (6 weeks) - MIDPOINT EVALUATION Practicum III: 4th/5th grade (13 weeks) – (8 weeks 4th/5th elementary, 5 weeks ESOL - elementary or Special Education - middle/high school) Student Teaching: 14 weeks - (9 weeks in K-5; a selected grade level, and 5 weeks ESOL - elementary or Special Education – middle/high school) - ENDPOINT EVALUATION

Source of Evidence: Field work, internship, or teaching evaluation

Target for O1: Demonstrates content knowledge

Since the ECE BSED Program leads to teacher certification/licensure at the endpoint, it is expected that most candidates, 100%, will achieve at least a rating of 3, "achieving," on the 0-4 point rubric in the area of Content and Curriculum on the Observation Field Performance Rubric. Candidates who do not achieve these ratings work with faculty to create an action plan specifically designed to address the area of deficiency with the goal of reaching an "achieving" rating. The following targets have been set at each level of the rubric: Level 4 = 75%; Level 3 = 100%; Level 2 = 0%, Level 1 = 0%.

Findings 2014-2015 - Target: Met

2014-2015 data indicate an overall aggregate pass rate of 97% or 101/104 total program candidates meeting or exceeding the target of Level 3 or higher on the Field Performance Assessment based upon the final observation in field during the Student Teaching experience. In review of subcategories on this assessment, teacher candidates' overall pass rates for planning, instruction, and professionalism were 97%, 98%, and 99% respectively. Following a deeper review of the sub-indicators on the assessment rubric, program faculty have noted four areas for improvement. These areas are noted in Domain 2: Implementation of Instruction & Assessment: Instruction: (a) Real World & Interdisciplinary Connections... Instruction: (d) Higher Order Questioning... Differentiation: (c) Student Collaboration... Assessment: (c) Student Self-assessment... Program faculty will monitor these areas going forward by targeting these areas in action plans for improvement. See Action Plan targeting assessment strategies. Finally, this assessment is a secondary measure, in addition to the GACE Content Assessment, targeting teacher candidate content knowledge. 103/105 or 98% of the teacher candidates' demonstrated accurate content knowledge based upon these field performance scores. See data tables loaded in the document repository.

Target for O2: Plans effectively for instruction and assessment

Since the ECE BSED Program leads to teacher certification/licensure at the endpoint, it is expected that most candidates, 100%, will achieve at least a rating of 3, "achieving," on the 0-4 point rubric in the area of Content and Curriculum on the Observation Field Performance Rubric. Candidates who do not achieve these ratings work with faculty to create an action plan specifically designed to address the area of deficiency with the goal of reaching an "achieving" rating. The following targets have been set at each level of the rubric: Level 4 = 75%; Level 3 = 100%; Level 2 = 0%, Level 1 = 0%.

Findings 2014-2015 - Target: Met

2014-2015 data indicate an overall aggregate pass rate of 97% or 101/104 total program candidates meeting or exceeding the target of Level 3 or higher on the Field Performance Assessment based upon the final observation in field during the Student Teaching experience. In review of subcategories on this assessment, teacher candidates' overall pass rates for planning, instruction, and professionalism were 97%, 98%, and 99% respectively. Following a deeper review of the sub-indicators on the assessment rubric, program faculty have noted four areas for improvement. These areas are noted in Domain 2: Implementation of Instruction & Assessment: Instruction: (a) Real World & Interdisciplinary Connections... Instruction: (d) Higher Order Questioning... Differentiation: (c) Student Collaboration... Assessment: (c) Student Self-assessment... Program faculty will monitor these areas going forward by targeting these areas in action plans for improvement. Finally, this assessment is a secondary measure, in addition to the GACE Content Assessment, targeting teacher candidate content knowledge. 103/105 or 98% of the teacher candidates' demonstrated accurate content knowledge based upon these field performance scores. See data tables uploaded in document repository. Note Domain 1: Planning for Instruction and Assessment - Overall Rating met target.

Target for O5: Values and displays professional and ethical dispositions

Since the ECE BSED Program leads to teacher certification/licensure at the endpoint, it is expected that all candidates, 100%, will achieve at least a rating of 3, "achieving," on the 0-4 point rubric in the area of Personal Practice (Dispositions) on the Observation Field Performance Rubric. Candidates who do not achieve these ratings work with faculty to create an action plan specifically designed to address the area of deficiency with the goal of reaching an "achieving" rating. The following targets have been set at each level of the rubric: Level 4 = 75%; Level 3 = 100%; Level 2 = 0%, Level 1 = 0%.

Findings 2014-2015 - Target: Met

2014-2015 data indicate an overall aggregate pass rate of 97% or 101/104 total program candidates meeting or exceeding the target of Level 3 or higher on the Field Performance Assessment based upon the final observation in field during the Student Teaching experience. In review of subcategories on this assessment, teacher candidates' overall pass rates for planning, instruction, and professionalism were 97%, 98%, and 99% respectively. Following a deeper review of the sub-indicators on the assessment rubric, program faculty have noted four areas for improvement. These areas are noted in Domain 2: Implementation of Instruction & Assessment: Instruction: (a) Real World & Interdisciplinary Connections... Instruction: (d) Higher Order Questioning... Differentiation: (c) Student Collaboration... Assessment: (c) Student Self-assessment... Program faculty will monitor these areas going forward by targeting these areas in action plans for improvement. Finally, this assessment is a secondary measure, in addition to the GACE Content Assessment, targeting teacher candidate content knowledge. 103/105 or 98% of the teacher candidates' demonstrated accurate content knowledge based upon these field performance scores. See data tables loaded in document repository. Note Domain 3: Professionalism - Personal Practice - highlighting Professional Dispositions - met target.

Analysis Questions and Analysis Answers

1. Program Learning Opportunities (optional in 2014-15): 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.

Please see attached a key assessment chart that identifies the specific courses and key assessments.

2. 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 ECE BSED Program has reviewed teacher candidate performance scores across all five learning outcomes: (1) demonstrates content knowledge, (2) plans effectively for instruction and assessment, (3) applies content and pedagogy for effective clinical practice, (4) uses assessment methods to impact student learning, (5) values and displays professional and ethical dispositions. Candidates have met or surpassed all identified assessment targets except for those noted on the new assessment, the edTPA Portfolio – Effects on Student Learning. Results from this assessment reveal that targets were partially met. Action plans have been provided to target TASK 3 – the assessment component of this assessment. Content knowledge: Teacher candidates met targets on the Field Performance Rubric for demonstration of content knowledge. GACE content scores have improved in science. We will continue our collaborations with the College of Arts and Sciences faculty via co-teaching in ISCI 2001 and ISCI 2002 (life/earth science and physical science courses); implementation of ESOL and Special Education course inputs via co-teaching Professional and pedagogical knowledge, skills, and dispositions: Teacher candidates met the assessment targets for demonstrating pedagogical knowledge, skills, and professional/ethical dispositions. As noted on the Field Performance Rubric and the edTPA Portfolio, our candidates were strong in the areas of planning and classroom management (learning environments category). We will continue to implementation of the following key program changes: Key changes: three-course sequence revision ECE 3661, ECE 3662, ECE 3663 - Classroom Management; comprehensive lesson planning format; increased rigor and revised measure – evaluated using the Field Performance Rubric; GUMS - Grammar, Usage, Mechanics, and Style Writing Program. Effects on Student learning: edTPA Portfolio results for 2014-2015 show that improvement is still needed in our candidates' ability to give feedback to students on their strengths and needs in order to improve student learning and to assess students' academic language use (edTPA Rubrics 12, 13, and 14). We will continue to monitor this area by continuing to offer a signature assignment embedded in ECE 3360: Assessment in Early Childhood Education. Key change: The signature assignment will continue to be embedded in ECE 3360: Assessment in Early Childhood Education but will include revisions targeting edTPA Rubric 12, 13, and 14 criteria.

3. Sharing and Discussion of Assessment Findings (optional in 2014-15): 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 program coordinator informs faculty regularly at program faculty meetings, and decisions for program improvement are made following fall and spring semesters. Additional data is reported to programs from the Unit level – College of Education.

Faculty meet in content areas to make revisions to curriculum and assignments as needed based upon assessment data. If curriculum changes are needed, proposals are submitted each semester by October 1st (fall) and March 1st (spring). The program coordinator loads all key assessments each semester in the LiveText course management system. Program reports are run each semester, reviewed, and analyzed. All data is kept in LiveText and WEAVE, secure data management systems.

4. 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.

Changes in the educational program: The biggest change in the program is due to the implementation of the edTPA Portfolio, a key assessment that has helped to reveal our candidates' abilities to have an impact on student learning. This key assessment will be consequential for teacher candidates' initial certification beginning fall 2015. Because this is a new assessment and to be proactive, the program has created several signature assignments that will be embedded across the program and will target planning, instruction, and assessment. Please see attached a Curriculum Map targeting key courses that aligned to the edTPA Rubrics. Changes in the assessment process: The assessment process has not changed. The key assessments identified this year will continue to be implemented, analyzed, and reviewed for effectiveness and program improvement each reporting year. Status of action plans: One action plan will continue to be active to target content knowledge (Goal 1, Outcome 1): GUMS – knowledge of grammar, usage, and mechanics/Writing Mentor Program and collaboration with the College of Arts and Sciences, ISCI faculty, to co-teach in science. One revised action plan was created for effects on student learning (Goal 3, Outcome 4): Implementation of Assessment Strategies and Evidence of Feedback – This plan, embedded in ECE 3360: Assessment in Early Childhood Education, will continue with a refined focus: Based upon edTPA Portfolio data from this year, our candidates' need improvement in giving feedback to students on their strengths and needs in order to improve student learning and to assess students' academic language use (edTPA Rubrics 12, 13, and 14).