

Academic Program:	Undergraduate Elementary Education program	Date:	11-11-22
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Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu .			___ Learning Outcomes ___ Curriculum Map ___ Assessment Plan
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			___ Yes <input checked="" type="checkbox"/> No ___ Hybrid

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e., rubric, exam key, preceptor evaluation, etc.			
Outcome 3.4: Active Engagement in Learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments. InTASC 1, 2, and 3	ELED 250: Classroom Management	Faculty / Host Teacher Professional Dispositions Rubric columns 3 and 9	Four-level rubric	Candidates must attain a score of "3" on each criterion to be deemed proficient. <i>At least 80% of students in the program will attain this benchmark.</i>	Fall 2021: 22.5/31* (72.5%) of candidates earned a score of "3" or higher on this evaluation criteria. Spring 2022: 45/45 (100%) of candidates earned a score of "3" or higher on this evaluation criteria. Overall: 86.25% of candidates in the program attained this evaluation criteria.	N/A
	ELED 400: Theory to Practice	Coaching Teacher Professional Dispositions Rubric columns 3 and 9	Four-level rubric	Candidates must attain a score of "3" on each criterion to be deemed proficient. <i>At least 80% of students in the program will attain this benchmark.</i>	Fall 2021: 76.5/84 (91.1%) of candidates earned a score of "3" or higher on this evaluation criteria. Spring 2022: 22/23 (95.7%) of candidates earned a score of "3" or higher on this evaluation criteria. Overall: 93.4% of candidates in the program attained this evaluation criteria	
	ELED 453: Student Teaching				Fall 2021: 22/22 (100%) of candidates earned a score of "3" or higher on this evaluation criteria. Spring 2022: 77.5/78 (99.4%) of candidates earned a score of "3" or higher on this evaluation criteria. Overall: 99.7% of candidates in the program attained this evaluation criteria.	
Outcome 3.3: Development of Critical	ELED 457: Elementary and Special	Teacher Work Sample (TWS), section 7	Four-level rubric	Candidates must attain a score of "3" on each	Fall 2021: 23/26 (88.5%) of candidates earned a score of "3" or higher on this TWS criterion.	N/A



<p>Thinking and Problem Solving: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.</p>	Education Capstone			<p>criterion to be deemed proficient. <i>At least 80% of students in the program will attain this benchmark.</i></p>	<p>Spring 2022: 67/82 (81.7%) of candidates earned a score of “3” or higher on this TWS criterion. Overall: 85.1% of candidates in the program attained this TWS criterion.</p>	
<p>Outcome 5.1: Professional Growth, Reflection, and Evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.</p>	<p>ELED 400: Theory to Practice</p>	<p>The Student Teacher Evaluation (STE) used in ELED 400 and ELED 451.</p>	<p>Four-level rubric</p>	<p>Candidates must attain a score of “3” on each criterion to be deemed proficient. <i>At least 80% of students in the program will attain this benchmark.</i></p>	<p>Fall 2021: 74/86 (86%) of candidates earned a score of “3” or higher on this evaluation. Spring 2022: 19/24 (79.2%) of candidates earned a score of “3” or higher on this evaluation. Overall: 82.6% of candidates in the program attained this evaluation criteria.</p>	N/A
<p>ELED 451: Student Teaching</p>	<p>Fall 2021: 34/34 (100%) of candidates earned a score of “3” or higher on this evaluation. Spring 2022: 135/140 (96.4%) of candidates earned a score of “3” or higher on this evaluation. Overall: 98.2% of candidates in the program attained this evaluation criteria.</p>					

* In ELED 250 Fall 2021, four of the 31 students were rated as “Not Observed.” If these students are removed from the total number, the percentage changes to 88% scored a “3” or higher.

Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

<p>Describe current student success activities that are working well.</p>	<p>In an end-of-program survey titled “ISU Completer Survey” collected Spring 2021, graduates commonly list “behavior management” when asked “What did you feel less well prepared on in your undergraduate teacher education program?” To address this concern, the instructor of record for ELED 250 participated in Vanderbilt’s Classroom Organization & Management Program (COMP) leadership training and adopted the research-based program for ELED 250 Teaching-Learning & Classroom Management course. Catalog description: “This course investigates children’s behavioral and interpersonal needs in relation to the way they learn and construct knowledge. For instructional and classroom management methodology, the effectiveness of various management systems is examined with emphasis on understanding the role and responsibilities of teachers and children in the process.”</p> <p>In the <i>Handbook of Classroom Management: Research, Practice, and Contemporary Issues</i> (2006), the COMP classroom management curriculum, used to train preservice and in-service teachers, was listed as one of two classroom-based programs supported by research as effective and sustainable. Teaching classroom management to students who do not have their own classrooms is not ideal; however, using research-based modules and tools provides students with an essential foundation on which they can build in their first years of teaching in their own classrooms.</p>
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	<p>In the above table, the data for ELED 250 reflects the change in the teaching of ELED 250, but these students have not yet reached ELED 400 or ELED 453. This change was implemented in Spring 2022.</p> <p>During ELED 400 (Theory to Practice), students who demonstrate issues with grades or dispositions during the TOTAL semester (an internship semester before student teaching) are placed on a professional growth plan (PGP). During the 2021-2022 school year, only 2 or 110 students were placed on a PGP. These 2 students who are placed on a PGP successfully complete the TOTAL semester. These 2 students, after consulting with their advisors in Education Student Services, chose to change to a non-licensure education degree and not complete student teaching.</p>
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	<p>There are 400 students enrolled in Elementary Education including those that have declared elementary education before being admitted into the program. Fall 2021 there were 26 degrees conferred and in Spring 2022 there were 82 degrees conferred.</p> <p>Based on Blue Report data and a review of current activities, one of the areas to focus on improving is the learning outcomes, curriculum map, and assessment plan. Further, the ELED Area has been charged with re-evaluating the ELED curriculum this Spring with a plan of action ready for Fall Curriculog submission.</p>

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i>	<p>Based on a review of current activities, one of the areas to focus on improving is establishing better inner rater reliability for assessments, especially when multiple assessors (i.e.: faculty, adjuncts, teaching assistants) are used to grade assignments and assess dispositions. While this could be completed for all assignments with more than one assessor, a miss-match of rater scoring was noted in the following areas:</p> <ul style="list-style-type: none"> • Fall 2021 and spring 2022 ELED 250 Disposition Rubric. The fall 2021 dispositions were an average score of the combination of Host Teacher scoring and faculty scoring. The spring 2022 raters were the host teachers only scoring. • A small difference in rating between the fall 2021 adjunct rating of the TWS and the spring 2022 average rating of 3 faculty members. • A large difference between the 3 faculty raters of the Spring ELED 457 TWS Rubric. Two of these faculty members scored consistently with each other. The third faculty member scored very differently on the rubric. While this difference does not show as significant when the scores are averaged, it is striking when looking at raw data. • A small difference in the coaching teacher scoring between fall and spring in ELED 400 Student Teacher Evaluation Rubric.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	Most of our students meet expectations for the learning outcomes. Students who do not meet expectations are either placed on a Professional Growth Plan (discussed earlier) or another course of action is taken for their future success.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	In the future, the plan is to update the student learning outcomes and assessment plan. This coming Spring semester, the ELED area has a curriculum charge to re-evaluate the curriculum to remove any redundancies in the program while maintaining high quality and meeting all



	state licensure requirements. Given the pursuit of a Lilly Grant for the Science of Reading, the student outcomes on reading will be a focus for the current school year (next year's report).
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	The ELED Area Team discusses the undergraduate program and results at the Monthly ELED Area meetings. Further, the ELED Team participates in the "Assessment Day" each semester held by the Office of Continuous Improvement. The data will be shared with other stakeholders at the Advisory Board Meetings (TEAC). It is also shared with colleagues during the monthly department meetings and Teacher Education Committee (TEC) meetings.



Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: BS Elementary Education Evaluation: Exemplary

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p>Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>	<p>Clearly stated alignment with InTASC standards for relevant LOs.</p>	<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>		<p>Exemplary</p>
<p>Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>	<p>Good use of multiple points of assessment for some LOs, including rich and relevant displays of learning through the TWS and through supervisory evaluations.</p> <p>Clear information about how tools for assessment specifically align with independent LOs.</p>	<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>		<p>Exemplary</p>

<p>Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>	<p>Discussion of interrater issues with the rubrics was really helpful in interpreting variations in student achievement, particularly those below or just above the expected benchmark.</p>	<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included</p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>		<p>Exemplary</p>
<p>Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>		<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>	<p>When you have prior data for comparison, I think it will really help provide insight into how improvement on rubric scoring reliability has improved data quality while allowing you to see student performance issues or improvement trends more clearly.</p>	<p>Mature</p>

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.