

Education – 2007 Annual Report

1. What has your department done for assessment of your department goals?

ENTRY

We continue to use the PPST/PRAXIS I as a screening device also mandated in PI3.4. Additionally, we monitor the scores to identify which area(s) (reading, writing, mathematics) is the weakest for our students in order to provide additional tutoring assistance.

The Wilmington-Steinbrecher Listening Test is also used as a screening device for the area of communication, listening comprehension. This test allows for the speaker to be visually viewed for non-verbal cues while emphasis is still on the auditory/listening comprehension.

The process for Application for Admission into Teacher Education includes a portfolio checklist that requires a personal interview with a department faculty member as a first step to full department review. This preliminary documentation evidences artifacts as proof of readiness to enter upper level coursework and the ability to articulate an initial philosophy of education. It provides the framework for the expanded exiting portfolio required prior to student learning. Additionally, the portfolio itself is scored according to a rubric.

DURING

The Pre-Student Teaching (PST) Clinical experience is monitored with a rubric and weighted with specific requirements. The designated clinical is offered concurrently with specified courses and serves to provide tangible evidence of professional growth. An onsite observation by a department member, self evaluation, the ability to demonstrate connections of coursework to experience all are integrated with an in-depth reflection at the end of the experience.

EXIT

We continue to use the portfolio/presentation format rubric for assessment. This year we focused on the two-fold format of the rubric: primary trait analysis and holistic response. Each student is given a copy of the rubric with averaged scores and combined comments. Additionally, one education professor summarizes the strong and weak points of the portfolio and presentation and offers suggestions for improvement in a personalized memo.

The PRAXIS II subject-knowledge based test is used to assess respective content areas. We annually assess our first time passing rate and overall passing rate each year. If there are “concern” areas, we communicate those results with that discipline.

We conduct an exit interview with each completer during which we ask for honest feedback and evaluation of the education program: course work, clinicals, professional semester, supervisors, placement sites and assessment process. We also asked graduates to indicate which area of the liberal arts was under-represented in their preparation and development of an adequate knowledge base for teaching.

POST-BAC

We continue to use the survey response from the 1st, 3rd, and 5th year graduates/completers. We also survey their respective administrators.

A goal of our department is to better stay in touch with and track our graduates’ progress through the early years of their career. We do this through The Lifeline Assistance Program (LAP) which assists our graduates with preparing their Professional Development Plan (PDP). The PDP assists with licensure renewal after five years in the classroom.

Comments from students centered around 2 prompts: “Please suggest at least one way the teacher education program could be improved and please mention one aspect of the teacher education program that was particularly effective or beneficial to you.”

Comments from administrators/supervisors offered information in response to these two prompts: “What in your opinion are the most important knowledge areas that a beginning teacher should have? and “What specific skill(s) would you most desire in a potential candidate for your staff?”

2. What results/data did your department find?

ENTRY

PPST (PRAXIS I) Results for 9/1/05 – 8/31/06			
	Reading	Writing	Math
High Score	187	184	190
Low Score	168	165	169
Median Score	180	178	181.5
Number Tested	29	28	28
Required Score	175	174	173

Listening Test Results for 9/1/06 – 8/30/07						
Profile	# Tested	#68%+	Mean	Mode	Median	Range H/L
Total	49	29	68%		70%	86/42
1 st Time	37	24	68%	70%	70%	86/44
2 nd Time	10	3	59%	68%	61%	70/42
3 rd Time	2	2	77%		77%	82/72

The Application for Admission statistics: 9/1/06 – 8/30/07
33 applications for consideration 24 applicants admitted 4 applicants admitted with reservation 1 applicant denied for specific reason 0 applicant deferred

DURING

Evaluation of Clinical and Student Teacher Cooperating Teachers Used in Fall 2006 and Spring of 2007
<u>Student Evaluations - Clinicals</u> Number Cooperating Teachers Used (some counted twice because used twice) = 216 POOR = 14 FAIR = 33 GOOD = 156 NO EVALUATION = 13
<u>Student Evaluations – Student Teaching</u> Number Cooperating Teachers Used (some counted twice because used twice) = 79 POOR = 9 FAIR = 19 GOOD = 51 NO EVALUATION = 0
<u>College Supervisor Evaluations – Student Teaching Cooperating Teachers Only = 79</u> POOR = 9 FAIR = 18 GOOD = 35 NO EVALUATION = 17

EXIT

Portfolio Rubric Averages (faculty)			
Fall, 2006	Primary Trait Mean = 2.64	Holistic Score = 2.72	9 students
Spring 2007	Primary Trait Mean = 3.08	Holistic Score = 3.10	18 students

Holistic Portfolio Scores—Inter-rater Reliability Information	
Jan. 07 Completers	Average
Brightzman	2.50
Braun	3.00
Burow	2.43
Collyard	3.00
Holman	2.83
Natzke	2.63
Rahn	2.92
June 07 Completers	Average
Brightzman	2.64
Braun	3.44
Burow	2.92
Collyard	2.91
Dusseau	3.11
Holman	3.27
Natzke	3.22

PRAXIS II Report					
All WLC Students tested during this time: 9/1/2006 - 8/31/2007					
	# Tested	# Passed	Ave Score	Range H/L	Req Score
EC/MC	9	9	171.7	195/155	147
MC/EA	17	15	165.1	191/123	146
ENG/Lang Lit	2	2	180.5	186/175	160
German	1	0	150	150/150	153
Mathematics	2	2	138.5	141/136	135
Music	3	3	165	168/163	150
Social Studies	6	4	162	181/148	153
Spanish	3	1	155.7	160/150	146
Total Tested	43	36	Total Passing Score rate 36/43 = 84%		

PRAXIS II Report for *Completers of January 2007					
	# Tested	# Passed	Ave Score	Range H/L	Req Score
EC/MC	4	4	167	182/157	147
MC/EA	2	2	178.5	183/174	146
Gen Science	1	1	158	158	154
Social Studies	1	1	154	154	153
Total Tested	8	8	Total Passing Score rate = 100%		
PRAXIS II Report for *Completers of June 2007					
EC/MC	8	8	179.4	195/158	147
MC/EA	4	4	175	193/157	146
Music	3	3	165	168/163	150
Social Studies	2	2	166	170/162	153
Total Tested	17	17	Total Passing Score rate = 100%		

* Completer = one who successfully passed PRAXIS II program requirements, stage 3 portfolio and student teaching.

Exit Interview Questions—Student Responses

Student Teacher Prompt 4 “What was the most helpful aspect of our teacher education program? Why?”

Student responses focused on two areas: availability of professors and early and varied clinical experiences.

Student Teacher Prompt 5 “What do you recommend for improvement for our program? Why?”

Student responses included more assistance with the Stage 3 Portfolio, improved communication of scheduling and placement of clinicals and perceived inconsistencies in advising, program expectations and feedback while student teaching.

Student Teacher Prompt 14 “What other insights do you have to offer that will improve our program? What are we currently doing that should be continued?”

Student responses included encouragement to continue involvement in clinicals early and varied; however, the clinicals need to be developmental appropriate to the major or content area. In addition, students noted continued assistance with the development of the Stage 3 Portfolio. Finally, many of the students acknowledge the EDU professors as positive role models yet they shared concern for ongoing availability of department members..

POST BAC (No data to report)

3. What did your department learn as a result of this assessment process?

We learned that:

ENTRY

- The application process has improved; however instructors of EDU 201 and 221 need to continue efforts to outline/explain the admission to EDU process.
- EDU 201 needs to more directly address the entry level Stage 1 Portfolio and the teacher education program as articulated in the teacher education handbook.
- EDU 221 needs to focus primarily on lesson planning and related classroom management considerations as students seek admission to the Education Department and presentation of the Stage 1 Portfolio.
- Students also need to see this process as an assessment of their growth and readiness.
- Intentionalize student preparation for the listening test.

DURING

- More partnerships are needed for clinical sites.
- Observation of students should be more regular with meaningful feedback during PST.
- Clinical placements need to be monitored.
- The PST clinical should be continued because students tell us they are valuable!
- The Stage 2 Portfolio could be improved through more focused advisor feedback annually.
- A curriculum mapping review of essential tasks and assessments should be conducted to reflect the changes that have been made in the program.
- That advisors need to conduct a systematic review of academic progress (GPA major and or minor) of all EDU majors.

EXIT

- That the PLS Learning Styles needs to be reevaluated.
- Work needs to continue on the improvement of the portfolio process.
- lesson planning and classroom management continue to be areas of our program that need direct attention both in how we instruct and evaluate students' performances. (These facets of our program need to be addressed specifically, directly, and integrated in all of our courses).
- A model lesson plan needs to be developed for implementation in all method courses and clinicals.

POST BAC

- A list of our “best advocates” for our teacher education program needs to be developed.
- The PDP Course I must be offered this fall and next spring /or summer.

4. What changes did your department make or identify to be made as a result of what you learned?

GENERAL

- Conduct a curriculum mapping activity to identify standards, primary and secondary; academic goals, primary and secondary; and tasks/assessments.
- Revise the handbook.
- Develop a larger report of program assessment for the DPI review.
- Continue to see growth in our data base with names of new schools and cooperating teachers.

ENTRY

- Better data recording has assisted decision-making in the admission process.
- Establish a more comprehensive data base on our students

DURING

- Begin the process to reclaim subject area methods courses from other disciplines to EDU.
- Define “Stage 2” portfolio.

EXIT

- Clarify expectations of students and their supervisors for consistency and improvement of formative feedback and summative evaluation of the student teaching experience.
- Outline procedures and develop sample forms for the supervisor-student teacher final meeting.

POST BAC

- Our graduates appreciate our commitment to them beyond graduation and/or completion.
- Articulate in more concrete terms what it means to “follow-up with our graduates.”
- Refine the LAP program to better assist with the PDP and licensure renewal process.
- Offer PDP courses I, II, III on a regular basis.

5. How did your department address Academic Goals 7 and 8?

- Integrating multiple intelligences in all courses and clinical experiences particularly in the WLC lesson plan format.
- Experience in diverse settings from local areas (New Friends, Wandani, Bruce Guadalupe School and Spanish Out-Reach at Gethsemane Lutheran) to international opportunities (Grenada, Hungary and Jamaica).

6. Key Questions for Teacher Education Discipline Measurement of Student Learning

Follow-up with Our Graduates

- 6.1 Are our graduates being gainfully employed upon completion of their studies at WLC?
- 6.2 How do as a department track employment verification of our graduates?
- 6.3 How do we as a department assist our graduates find employment?

Classroom Management Skills

- 6.4 What are the essential knowledge, skills and dispositions for classroom management?
- 6.5 When and where are management skills being taught in our coursework?
- 6.6 How do we asses our student’s knowledge of classroom management?
- 6.7 Is there evidence that our students are demonstrating effective classroom management in their classrooms while student teaching and beyond?

Growing Department

- 6.8 As our department continues to grow in numbers, how do the faculty members retain the personal attention needed by their advisees?
- 6.9 Why is giving them personal attention critical to their success at WLC?
- 6.10 Are we able to be effective advisors to a growing numbers of advisees?