

School of Education

Report on Assessment to the CASAA Committee

2008

1. List the learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.

Candidates (students) completing a degree in the School of Education must be able to demonstrate the five strands of the Conceptual Framework (the underlying structure in the School of Education that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability) which includes Knowledge, Diversity, Pedagogy, Professionalism, and Technology. The successful candidate must be able to demonstrate the following outcomes:

1. Initial candidates (students) will acquire a **knowledge** base in order to promote student learning.
Advanced candidates (students) in the Master of Education program and other advanced programs of study will acquire an in-depth knowledge base in order to promote student learning and become teacher leaders.
Advanced candidates (students) in the Master of Education in Educational Leadership program will acquire an in-depth knowledge base to promote student learning, effective instructional programs, positive school culture, and to develop teacher leaders.
2. Initial candidates (students) will develop **pedagogical** knowledge, skills, and dispositions that result in improved learning and achievement for a diverse population of learners.
Advanced candidates (students) will acquire an in-depth understanding of the theories related to pedagogy and learning.
3. Initial and advanced candidates (students) will recognize the **diversity** of learners, faculty, and the community they serve to improve teaching and learning.
4. Initial and advanced candidates (students) will demonstrate **professionalism** through interactions with students, parents, colleagues, and others.
5. Initial and advanced candidates (students) will utilize a broad range of **technology** to improve teaching and learning.
Advanced candidates (students) will apply educational research and policies in their own practices. (Unit Goals)

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). School of Education has been NCATE accredited since 1968 and be seeking **continuing accreditation** in the spring semester of 2009. The School of Education must seek reaccreditation every seven years. (NCATE Standards)

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

	UAM MISSION STATEMENT	Learning Outcomes
1	The mission the University of Arkansas at	
2	Monticello shares with all universities is the commitment	LO 1
3	to search for truth, understanding through scholastic	
4	endeavor.	
5	The University seeks to enhance and share	
6	knowledge, to preserve and promote the intellectual	LO 1, 2 and 4
7	content of society, and to educate people for critical	
8	thought.	
9	The University provides learning experiences that	
10	enable students to synthesize knowledge, communicate	
11	effectively, use knowledge and technology with	LO 1, 3, 4, and 5
12	intelligence and responsibility, and act creatively within	
13	their own and other cultures.	
14	The University strives for excellence in all its	
15	endeavors. Educational opportunities encompass the	
16	liberal arts, basic and applied sciences, selected	LO 1, 2, 3, 4, and 5
17	professions, and vocational/ technical preparation. These	
18	opportunities are founded in a strong program of general	
19	education and are fulfilled through contemporary	
20	disciplinary curricula, certification programs, and	
21	vocational/technical education or workforce training.	
22	The University assures opportunities in higher education	
23	for both traditional and nontraditional students and	
24	strives to provide an environment that fosters individual	
25	achievement and personal development.	

3. Narrate and attach copies of specific evidence of the ways that your unit communicates learning outcomes to prospective and current students.

- a.) Teacher candidates (students) are provided course syllabi. The course objectives are identified in each syllabus and are aligned to the specific unit, state, and national standards/expected learning outcomes for each program. The expected learning outcomes which are aligned to the unit conceptual framework (the underlying structure in the School of Education that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability) that describes the vision, mission, philosophy, and goals of the unit and its programs. (Syllabi)

- b.) Candidates (students) can also download a copy of and read the conceptual framework (the underlying structure in the School of Education that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability) on the School of Education Website, which provides detail learning outcomes that candidates (students) are expected to meet. (Conceptual Framework)
- c.) The assessments candidates (students) are expected to complete for each course is scored using a rubrics that is aligned to the conceptual framework (the underlying structure in the School of Education that gives conceptual meaning to the unit's operations through an articulated rationale and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability) as well as the state and national standards. The rubrics were developed using specific standards. The following alignment matrices were developed to demonstrate what state and national standard aligns to what strand of the conceptual framework. These alignment matrices are given to the candidates (students) in addition to the rubrics for specific assessments in courses. (Alignment Matrix)

4. Provide specific evidence including historical patterns or trends of how your unit assesses whether students have achieved your unit's student learning outcomes.

NOTE: THE DATA FOR ALL PROGRAMS THAT HAVE A PRAXIS EXAM AS ASSESSMENT 1 INDICATE THAT 100% OF THE PROGRAM COMPLETERS PASS THIS EXAM.

a.) *NAEYC (National Association for the Education of Young Children)*

The UAM P-4 Early Childhood Teacher Education program of study has identified 7 assessments to measure and demonstrate candidate mastery of NAEYC standards. The assessments have been selected to provide a variety of opportunities for the candidate to demonstrate the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; professionalism, and use of instructional technology skills. These signature assessments are directly aligned and correlated to the NAEYC standards, state standards and the UAM School of Education Conceptual framework which is the foundation of the unit's assessment for addressing NCATE Standard 2. The key assessments are:

Assessment 1: Praxis II 0022 Early Childhood: Content Knowledge

Assessment 2: Curriculum Development Assessment

Assessment 3: Comprehensive Lesson Plan and Assessment

Assessment 4: Teacher Candidate Rating Instrument, Performance Based Assessment

Assessment 5: Pre and Post Test and Assessment Instrument

Assessment 6: Early Literacy Intervention Plan

Assessment 7: Child Growth and Development Evaluation

(DATA TABLES)

b.) *NMSA (National Middle School Association)*

The UAM Middle Childhood Teacher Education program of study has identified 8 key signature assessments to measure and demonstrate candidate mastery of NMSA standards. The assessments have been selected to provide a variety of opportunities for the candidate to demonstrate the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; professionalism, and technology skills. These key assessments are directly aligned and correlated to the NMSA standards and the UAM School of Education Conceptual Framework which is the foundation of the unit's assessment for addressing NCATE Standard 2. The key assessments are:

Assessment 1: Praxis II Middle Level Content Knowledge and Principles of Learning and Teaching

Assessment 2: Middle Level Curriculum Research Project

Assessment 3: Lesson Plan Development

Assessment 4: Middle Childhood Clinical Internship Evaluation

Assessment 5: Action Research Project – Making Learning Possible

Assessment 6: Middle Level Philosophy and School Organization Research

Assessment 7: Month of the Young Adolescent (MOYA) - Collaboration Project

Assessment 8: Parent / Teacher Conferences – Professional Activity

(DATA TABLES)

c.) *ELCC (Educational Leadership Constituent Council)*

The UAM Educational Leadership program of study has identified 7 key assessments to measure and demonstrate candidate mastery of program standards. The assessments provide data to demonstrate candidates' mastery of an advanced knowledge base, advanced pedagogical skills, an enhanced understanding of diversity and social justice and increased professionalism. These key assessments are directly aligned and correlated to the ELCC standards. The key assessments are:

Assessment 1: School Leadership Licensure Assessment (SLLA)

Assessment 2: Presentation to the School Board

Assessment 3: Professional Growth Plan

Assessment 4: Internship/Capstone Evaluation

Assessment 5: Graduate Survey

Assessment 6: School Simulation

Assessment 7: District, Agency, and Community Strategic Plan

(DATA TABLES)

d.) *CEC (Council for Exceptional Children)*

The UAM Special Education Instructional Specialist P-4/4-12 Program of Study has identified 8 assessments to measure and demonstrate candidate mastery of CEC standards. The assessments have been selected to provide a variety of opportunities for the candidate to demonstrate the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; professionalism, and use of instructional technology skills. These signature assessments are directly aligned and correlated to the CEC standards, state standards and the UAM School of Education Conceptual Framework which is the foundation of the unit's assessment for addressing NCATE Standard 2. The key assessments are:

Assessment 1: Praxis II: Special Education: Knowledge-Based Core Principles (0351), Special Education: Preschool / Early Childhood (0690) Praxis II: Special Education: Application of Core Principles Across Categories of Disability (0352)
Assessment 2: Exceptional Learning Needs Portfolio
Assessment 3: Collaborative Lesson Plan
Assessment 4: Teacher Candidate Rating Instrument (TCRI) -SPED
Assessment 5: Progress Monitoring Project
Assessment 6: IEP / IFSP Development
Assessment 7: Comprehensive Educational Evaluation
Assessment 8: Comprehensive Essay on Six Principles of IDEA
(DATA TABLES)

e.) ***MAT (Master of Arts in Teaching)***

The UAM Master of Arts in Teaching program of study is embedded with seven (7) assessments to measure and demonstrate candidate mastery of INTASC standards. The assessments provide multiple opportunities for the candidate to demonstrate the acquisition of a knowledge base; development of pedagogical skills; promotion of diversity and social justice; professionalism, and use of instructional technology skills. The signature assessments are directly aligned and correlated to the INTASC standards, state standards and the UAM School of Education Conceptual Framework, the foundation of the unit's assessment for addressing NCATE Standard 2. The key assessments are:

Assessment 1: Praxis II: Specialty Assessment
Assessment 2: Content GPA 2.50 or greater
Assessment 3: Praxis III Assessment
Assessment 4: Teacher Candidate Rating Instrument, Performance Based Assessment (TCRI)
Assessment 5: Student Learning Assessment Project
Assessment 6: Instructional Technology Project
Assessment 7: Praxis II: Principles of Learning and Teaching or Pedagogy Exam.
(DATA TABLES)

f.) ***M.ED. (Master of Education)***

The UAM Master of Education program of study has identified 7 assessments to measure and demonstrate candidate mastery of National Board Propositions. The assessments have been selected to provide a variety of opportunities for the candidate to demonstrate the acquisition of an advanced knowledge base; advanced development of pedagogical skills; promotion of diversity and social justice; professionalism, and advanced use of instructional technology skills. These signature assessments are directly aligned and correlated to the National, state standards and the UAM School of Education Conceptual Framework which is the foundation of the unit's assessment for addressing NCATE Standard 2. The key assessments are:

Assessment 1: Praxis II: Specialty Assessment
Assessment 2: GPA 3.0 or greater
Assessment 3: Individual Diversity Study
Assessment 4: Capstone Action Research Project
Assessment 5: Student Learning Assessment Project
Assessment 6: Instructional Technology Project
Assessment 7: Comprehensive Essay on the Six Principles of IDEA
(DATA TABLES)

g.) P.E. (Physical Education)

The UAM Physical Education program of study has identified 6 assessments to measure and demonstrate candidate mastery of Arkansas State Standards. The assessments have been selected to provide a variety of opportunities for the candidate to demonstrate the acquisition of an advanced knowledge base; advanced development of pedagogical skills; promotion of diversity and social justice; professionalism, and advanced use of instructional technology skills. These signature assessments are directly aligned and correlated to the National, state standards and the UAM School of Education Conceptual Framework which is the foundation of the unit's assessment for addressing NCATE Standard 2. The key assessments are:

Assessment 1: Praxis II: Specialty Assessment
Assessment 2: Praxis II: Specialty Assessment
Assessment 3: PATHWISE Lesson Preparation
Assessment 4: Formative Observation of Teaching
Assessment 5: Pre and Post Test of Discrete Skills
Assessment 6: Pre and Post Test of Discrete Skills
Assessment 7: Design and implement twenty-five (25) developmentally appropriate activity stations for pre-school
Assessment 8: Reflect upon experience with Special Olympics
(DATA TABLES)

- 5. Provide evidence that the measures of student performance that your unit collects and analyzes regularly. Address specific examples of how analyses of student performance have been used to improve unit decisions.**

Data Analysis Process Flow Chart
Data Drive Programmatic Changes
Data Overview for NCATE

- 6. Describe and provide examples of how your unit utilizes information, other than student performance, to determine necessary unit decisions.**

a.) Employer Surveys

The purpose of this survey is to give employers an opportunity to provide feedback about the quality of the performance of graduates of the teacher preparation programs. Employer feedback is helpful in our efforts to improve programs in our School of Education. Individual responses are kept strictly confidential and are not identified. (DATA TABLES)

b.) Candidate (Student) Surveys

The purpose of this survey is to give alumni an opportunity to provide feedback about the quality of the performance of graduates of the teacher preparation programs. Alumni feedback is helpful in our efforts to improve programs in our School of Education. Individual responses are kept strictly confidential and are not identified. (DATA TABLES)

c.) Faculty Meetings

The faculty meets on a regular basis to discuss the candidate data that has been collected and analyzed to determine if programmatic changes are needed. The faculty members are additionally provided with the opportunity to express strengths and/or concerns that they have observed in their classes. (MEETING MINUTES)

d.) Committee Meetings

The School of Education has seven standing committees including the Curriculum and Assessment Committee, Technology Committee, Conceptual Framework Committee, Diversity Committee, Field Experience Committee, Faculty Qualifications Committee, Unit Governance Committee, and the Teacher Education Committee. Committee meeting minutes can be located by clicking the desired committee.

e.) Annual Stakeholders Meetings

The School of Education continues to seek opportunities to collaborate with the area stakeholders to provide highly qualified teachers and building level administrators to the local school districts. The purpose of this report is both to serve as an accountability document to the stakeholders and as a planning tool to improve the School of Education. (Stakeholders Report)

- 7. Based on your answers to questions 5 and 6 regarding learning outcomes, prioritize your unit's future course of action. Include Plans for what will be done, by whom, and to what extent and how often.**
- a.) The School of Education has an extensive assessment plan that details the actions that must be taken to meet NCATE Standards for accreditation. (SOE Assessment Plan) In addition to this plan which is a standing plan for assessment in the School of Education the following information was obtained through the use of the assessments mentioned in questions 5 and 6. (NAEYC, NMSA, MAT, ELCC, CEC)
- 8. Describe and provide specific evidence of how your unit is making learning accessible. Address historical patterns and trends. Include, if applicable, alternative modes of instruction (CIV, WebCT, Weekend, etc.)**
- a.) The School of Education offers courses through CIV, WebCT, Saturday courses, intersession courses, and evening courses. This is evident in the schedules posted each semester for the School of Education. (Sample Schedule)
- b.) Additionally, the School of Education has a 2+2 partnership agreement with two community colleges, South Arkansas Community College (SouthArk) and Phillips Community College University of Arkansas (PCCUA), to deliver the P-4 Early Childhood program via distance learning to the high need Mississippi Delta regions. UAM accepts the community college Associate of Arts in Teaching degree (AAT), Associate of Art Degree (AA) or its equivalent. This agreement requires the Candidates (students) to complete the P-4 Early Childhood courses from UAM. Because the candidates (students) are located in the rural Delta regions and are at least an hour to two hours from our campus, the majority of the courses are delivered via CIV. For admission to the UAM teacher education program candidates (students) must meet the same requirements as the traditional teacher education candidates. The candidates (students) are taught as a cohort via CIV and WebCT during the first year of instruction and are required to take the methods classes on the UAM campus in a traditional setting. More than fifty percent of the courses are delivered distance learning for the 2+2 candidates (students) and all courses are taught by UAM faculty and originate from the UAM campus. Data for 2+2 candidates (students) are collected and disaggregated independently of other program data.

- c.) UAM offers a Master of Arts in Teaching (M.A.T.) advanced degree for candidates (students) who are seeking initial licensure in a 7-12 content area. For admission, candidates (students) must have an undergraduate degree from an accredited college or university and the degree must contain at least 30 content hours in the area for which they are seeking licensure. Additionally, candidates (students) wishing to obtain a licensure in P-8 and 7-12 physical education, art, music (instrumental and vocal), and foreign language must complete a child development course. Physical education candidates (students) must also take a Growth and Motor Development course.

The 30 hour curriculum is pedagogy only and delivered during an initial two week summer seminar and by on-line courses each semester. Candidates (students) are issued a provisional license to teach while they complete the required program of study. In addition to the course work, candidates (students) are required to attend Saturday sessions.

9. Specifically describe how your unit involves students directly in the assessment process.

Candidates (students) are involved in the assessment process in the following ways:

- Candidates (students) serve on committees for the development of assessments
- Candidates (students) are asked to serve on the Teacher Education Committee (minutes)
- Candidates were involved through out the NCATE Accreditation Process
- Candidates (students) are included in stakeholders' meetings (list of invited guest)
- Candidates (students) are included in data review meetings

10. Describe and provide evidence of the efforts your unit is making to retain students in your unit and/or the University.

The School of Education believes that recruitment and retention go hand in hand. We cannot retain candidates that have never attended the university or taken an education class. The School of Education has a recruitment and retention committee that has developed an on going detailed plan for both recruitment and retention.
(Recruitment/Retention Plan)