**Bi-Annual Assessment Report Form and Rubric**

**Academic Year: 2018-2019**

**Department**: Elementary Education

**Assessment Plans:**

*Intern Development Evaluation System (Elementary Prorgam) -* In 2018, anecdotal evidence and data from the Director of Assessment and Evaluation and the Office of Field Experience to confirmed faculty concerns about rater-and-instrument reliability of this evaluation instrument. Decision has been made to develop new intern observation instruments and create professional development support for their use by cooperating teachers and clinical supervisors. Until this is complete it will be difficult to use these end-of-program assessments of SLO’s with confidence.

The plan is to develop new intern observation instruments aligned to the 8 state criteria for teacher evaluation and the InTASC standards, as well as create professional development support for their use by cooperating teachers and clinical supervisors. The plan will include a new system for collecting and reporting the data.

Revision of this instrument comes at a critical juncture as we have revised our internship supervision structure and have the opportunity to work with our internship partners on our collective use of the assessment for successful intern development.

Woodring Strategic Priorities:

Strategic Priority #2 – High Quality Programs

Strategic Priority #3 – Robust Internal and External Partnerships

**Student Learning Outcomes Assessed This Year** *(Please use this table to report assessment of two SLOs for each degree program)***:**

**ELEMENTARY PROGRAM**

* **SLO #3 – INTASC Standard 3 (Learning Environments)**

**EARLY CHILDHOOD EDUCTION PROGRAM**

* **SLO # 4 - INTASC Standard 4 (Content Knowledge)**

**ELEMENTARY and EARLY CHILDHOOD EDUCATION PROGRAM**

* **SLO #6 – INTASC Standard 6 (Assessment)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Measures** | **SLOs Assessed** | **Degree** | **Analysis Results** |
| Teacher Follow-Up Survey | SLO 3(INTASC Standard) | Elementary | Program faculty reviewed data from the last Teacher Follow-Up Survey (2017-18). While the survey did not reveal any significant trends in the quantitative data, indicated that alumni included a request for more “behavior management pedagogy” in the qualitative open comment section. Nearly 50% of comments from first year teachers included a related note. The survey of principals working with alumni also mentioned this. In response, program faculty are including a review of instruction around management in its comprehensive review of curriculum. At present, the faculty have identified community as a major throughline for the program and intend to ground new curriculum work in this throughline. In the coming year, the program will determine whether to incorporate a management course.  |
| edTPA | SLO 6(INTASC Standard) | Elementary ANDEarly Childhood Education | Data from a review of student scores on the edTPA showed that for both the ELED and ECE programs, average scores for rubric rows 16, 17, and 18 were hovering at or below standard. These rows are related to “student voice” and represent student engagement in the assessment process. Previously, scores for these rows were not consequential, but they will be consequential in the coming year. Our data indicate that if these rows had been consequential, the percentage of non-passing students for Elementary would have gone from 5.75% to 6.90%, and from 10% to 30% for the Early Childhood students (N=10, not including dual endorsed ECE/ELEM candidates). We have reached out to edTPA support specialist, Melissa Oscarson, who has indicated she will work with support instructors as well as program faculty to determine how best to build this work into the program as well as ensure that preservice teachers understand the expectation. |
| NES content examandPreschool internship internship evaluations | SLO 4(INTASC Standard 4) | EarlyChildhood Education | 100% of the ECE candidates (N= 15) passed their NES Early Childhood content exam in 2018 allowing them to enter their final Elementary internship in 2018-2019. The required score is 220 and the mean earned for 2018-2019 was 257. This is consistent with other asssements of their knowledge, skills and application of content and pedagogy in areas of child development, language and literacy development, integrated curriculum and professional responsibilities (NES exam sub-areas). These areas were all scored as ‘met’ by the preschool internship faculty and cooperating teachers in Spring 2018 for the 15 interns in preschool internship placements. We think our 0-age 5 content is applied well due to program faculty supervision of interns along with strong program parterships. Maintaining our strengths as new faculty join the program and others retire may be challenging in 2019-2020. INTASC Standard 4 – Content knowledge is aligned with the NAEYC Standard 1 – Promoting Child Development and Learning and WA State Domain 2 (B) Providers ensure that candidates demonstrate the necessary subject matter knowledge for success as educators in schools.  |