

## **SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE**

### **Content Knowledge**

The Department of Teaching, Learning, and Curriculum has implemented changes to enhance the quality of the elementary education program. Decisions have been made based on the need to strengthen core areas of the program as well as on information derived from formative and summative assessments and student feedback. These changes were implemented throughout the school years 2008-2009, 2009-2010, and 2010-2011. The changes were made in order to improve student performance, create more meaningful learning experience, to better align program with national, state, SPA, and department standards and to improve the program for teacher certification candidates.

#### **EDTE 436: Writing K-8**

In fall, 2008, Writing K-8 is now being offered by the TLC department, replacing ENGL 250 which was no longer being offered by the English department. This course offers a theoretical and practical examination of instructional methodologies used for elementary writers, which is a crucial element of the teacher preparation program.

#### **EDTE 420: Literacy Strategy Interventions**

In fall, 2010, during review of Content Guidelines for ACEI, the department made the decision to add World Languages (Standard, 1.8) to the syllabus for EDTE 420 as an assignment on second language acquisition.

### **Professional and Pedagogical Knowledge, Skills and Dispositions**

#### **2008-2009**

The department implemented a change in the candidate portfolio, moving it from a paper-based portfolio to a digital portfolio using livetext software and database for collection of candidate documents. This transition helps candidates to understand better the requirements and the manner in which the portfolio should be completed through the use of explanatory video clips, model portfolio and interviews.

#### **2009-2010**

As a part of alignment to NCATE requirements, the department has approved that the evaluation forms be uniform throughout the program, therefore the mid-term evaluation form for student teaching replaces the second page of the main recommendation form used in application packets. Additionally, this form will be used for dispositions throughout the program.

The department aligned their dispositions with the six master dispositions for the School of Education and included the dispositions in course syllabi. A greater

emphasis is placed on dispositions in each syllabus and alignment between courses regarding the definitions of dispositions. Additionally, the inclusion and introduction of dispositions in classes is imperative as students must understand the dispositions before they are evaluated on them.

All students applying for teacher preparation need a recommendation from their EDTE165 or EDTE 408 professor. It was decided that the recommendation forms with the disposition as the heading be utilized as this would make this process simple and efficient.

Inclusion of the Michigan Elementary Standards in all course outlines in an effort to illustrate how courses align with and meet those standards. This provides documentation of the ways in which standards are being met.

The department implemented use of a digital format for collection of field experience data (observations and tutoring) for students taking courses where field experience is a required component of the class.

### **Fall, 2011**

The department reviewed the overall elementary education program with specific attention to course assessments and accrued data. Specific questions considered were: how does the data from specific assessments drive the overall program, specifically in meeting national, state, and SPA standards? and, using accrued data, what changes can be made for program improvement?

In response to these questions, the department made several observations. Assessments are found in each Gateway and these assessments are used to improve the teaching of each course in the elementary education program. Each fall new data is provided and reviewed as a department. As part of the most recent program review, the department voted to formally move EDTE 228, 302, and 408 from Gateway II to Gateway I, as these courses are foundation courses taken before admission to the program. This move will allow for more data collection and allow faculty additional information to make decisions regarding candidates' admission to the program. The application for admission into the elementary education program is now required to be completed during EDTE 408. The department will use for admission to the elementary education program, a mean on each candidate based on five rubrics, GPA, the candidate's application, dispositions, and the required references as its criteria.

Dispositions have been simplified and clarified, and continue to be reviewed by the program's faculty midterm and at the end of the semester. Candidates' dispositions are assessed by more than the program's faculty, as assessment is also done by mentor teachers and by professors in content areas.

Review of the portfolio assessment process shows a need for an additional assessment of the portfolio between EDTE 408 and Professional Days. The

department will consider a time for this to be done. Review of the Senior Survey results shows a need to let candidates see and understand what research looks like as it is related to the classroom. The faculty will continue to emphasize through explanation and modeling in each course what research looks like related to the elementary classroom.

The department continues to do curriculum auditing and mapping to see where reflective writing is done and where it needs to be added across the program. An increase in tasks that reflect real world experiences, resulting in more opportunities for reflective thinking and writing is part of an ongoing process for the program.

## **Student Learning**

### **2008-2009**

A new summative student teaching evaluation (EDTE 487 - Impact on Learning) that is more relevant to teaching is now being implemented as opposed to the previous rubric which was not as specific. The new evaluation is aligned with the School of Education's Conceptual Framework and Michigan Department of Education. It will be a final evaluation of student teaching candidates at the end of the practicum experience and it will be done prior to the exit interview.

### **2010-2011**

The department sees a need for more data which shows candidates' impact on student learning. The mentor teachers through the Student Teaching Final Evaluation (EDTE 488 – Student Teaching – Elementary) state that the candidates do well and impact students' learning within the 15 week student teaching semester. The assessments are a part of the *LiveText* database. Also, the Student Teaching Seminar (EDTE 487) uses the Impact on K-8 Student Learning assignment, with results found in the *LiveText* database.

The required course EDTE 420 (Literacy Strategy Interventions) has candidates complete an assessment of students with reading weaknesses. Candidates assess using formal and informal reading inventories and complete a formative (initial) and summative (final) Student Profile Summary showing data before tutoring begins and after tutoring is completed at the end of the semester. The completed profiles show growth.

In summary, the candidates' outcomes as seen in course assessments show they are achieving 4's and 5's (Exceptional and Proficient levels) using the program's scale (1-5) to assess target performance throughout the elementary education program.