

Changes Based on Data

PROGRAM: UG Elementary Education (K-5)

Name of Assessment	Results/ Data	Changes Made to Date	Changes Planned to Date	How data is shared with faculty, candidates, and professional community
Assessment 1: PRAXIS II Test	100% of Candidates passed PRAXIS II	Plans in the works to offer preparation workshops to eligible candidates.	Increase the number of offerings	Faculty Retreats Supervisor meetings Departmental meetings
Assessment 2: Letter Grades	Between 92 and 99 % of the K-5 Candidates received either a TARGET or ACCEPTABLE in grades for MATH 110 and 111, ENG 110 and 150, HIST 101 and 102, BIO, ART, MUSIC and HEALTH courses during Fall 1020 semester.	3.0 gpa needed in all education classes A grade of “C” or better required in all pre-req professional courses.	Continue to monitor grades.	Departmental meetings
Assessment 3a: Lesson Planning in Social Studies and Language Arts (Teacher Work Sample: Learning Goals, Assessment	For fall, 2010, 100% of candidates received either Target or Acceptable for Learning Goals, Assessment Plan, Design, and Contextual Factors, except <u>that 5 % were unacceptable on alignment of goals to instruction, 12 % were unacceptable on technical soundness and 8% were</u>	Faculty teaching CIEE 322 need to meet to discuss improving “Alignment of Goals to Instruction,” “Technical Soundness,” and “Use of Technology.”	Faculty will meet in September, 2011.	Data are shared at Elementary Education departmental meetings, annually.

Plan, Design, Contextual Factors) (CIEE 322)	<u>unacceptable on use of technology.</u> For spring, 2011 semester, 100% of candidates received either Target or Acceptable for Learning Goals, Assessment Plan, Design, and Contextual Factors.			
Assessment 3b: Lesson Planning in Science and Math (CIEE 326 and 329)	For fall, 2010, in CIEE 326, (Science Methods), <u>100% of the candidates scored either Target or acceptable on all the rubric elements except for “Instructional Strategies.” in which 2 % scored unacceptable.</u> For the spring, 2011, between 97% and 100% of the candidates scored target or acceptable in all rubric categories, <u>except for “Development and Learning and Diverse Learners,” in which 18% scored unacceptable.</u> In CIEE 329 (Math Methods), for the fall, 2010, <u>98% of the candidates received a target or acceptable on all the rubric items, except for “Assessment,” in which approximately 7% scored unacceptable.</u> Results were	Faculty teaching CIEE 326 and 329 will meet to discuss improving “Instructional Strategies” (326) and “Development and Learning and Diverse Learners” and “Assessment” (329) in each course.	Faculty will meet in September, 2011.	Data are shared at Elementary Education departmental meetings, annually

	similar for spring, 2011 in both courses.			
Assessment 4: ACEI Student Teaching Final Report	Lowest scores include: 70% scored TARGET on #10 (Critical Thinking) and 77% scored TARGET on #14 (Assessment)	Discussion at fall, 2011 departmental meeting on ways to improve “critical thinking teaching techniques” and assessment in all courses.	Study of NJASCD units (www.njascd.org), focused on critical thinking.	Departmental meetings
Assessment 5: Modified Teacher Work Sample: Instructional Decision Making, Analysis, and Reflection (CIEE 322)	For fall, 2010, overall 97% of candidates were Target or Acceptable for Instructional Decision Making, Analysis, and Reflection, <u>but 6% were unacceptable for clarity and accuracy of presentation and 5% were unacceptable for interpretation of data.</u> For spring, 2011, overall 97% of candidates were Target or Acceptable for Instructional Decision Making, Analysis, and Reflection, <u>but 6% were unacceptable for sound professional practice.</u>	Faculty teaching CIEE 322 need to meet to discuss “Improving Clarity and Accuracy of Presentation,” interpretation of data, and “Sound Professional Practice.”	Faculty will meet in September, 2011.	Data are shared at Elementary Education departmental meetings, annually.
Assessment 6: Literacy Case Study (CIEE 229 (312))	For fall, 2010, 100% of candidates scored either target or acceptable on assessment, Integrating and applying knowledge for instruction and Professional growth. During Spring, 2011, 98 % scored target or acceptable in the above	Faculty teaching CIEE 229 need to meet to discuss improving “Assessment” techniques.	Faculty will meet in September, 2011.	Data are shared at Elementary Education departmental meetings, annually

	<p>areas, except that 2% scored unacceptable for each above category. <u>Out of the three categories, 73% scored target on “Assessment,” the lowest score.</u></p>			
<p>Assessment 7: Differentiated Lesson Plan (CIEE 311)</p>	<p>For the fall, 2010, approximately 97 % of all candidates scored target or acceptable on all rubric categories <u>except for “Critical Thinking,” in which 6 % scored unacceptable.</u> For the spring, 2011, candidates scored <u>between 97% and 100% in target or acceptable, except in “Writing Objectives” (7% were unacceptable) and “Integration of Assistive Technology” (11% were unacceptable).</u></p>	<p>Faculty teaching CIEE 311 need to meet to discuss improving “Critical Thinking Skills.” “Writing Objectives” and “Integration of Assistive Technology.”</p>	<p>Faculty will meet in September, 2011.</p>	<p>Data are shared at Elementary Education departmental meetings, annually</p>