Template for Program Assessment Report
Name of the program: Teacher Education
Year (15-16) Assessment report:
Date: May 31, 2016
Faculty Participant: Dr. Hui-Yin Hsu, Chair of Teacher Education Program

1. Which program learning outcomes have been assessed for the planned academic year?

The program outcomes assessed are the 13 outcomes identified in the Summative Evaluation of Student Teaching Performance, which demonstrates teacher candidate’s effect on students’ learning during the student teaching clinical experience in a school setting. It measures their (1) content and curriculum, (2) knowledge of students and their learning, (3) learning environments, (4) assessment, and (5) planning and instruction. With the recent changed requirements of new CAEP accreditation standards (Council for the Accreditation of Education Preparation) and new NYS Teacher Certification Exam, edTPA (Teacher Performance Assessment), the student teaching summative evaluation report is revised and designed to align with the ACEI/CAEP accreditation standards (Association of Childhood Education International/ Council for the Accreditation of Education Preparation). The newly revised student teaching summative evaluation was implemented in fall 2014. A year of data (fall 2014- spring 2015) was collected. These documents were incorporated in the accreditation SPA report and were submitted to ACEI (accreditation agency) in September 10, 2015. The decision was made in March 2015 and the Childhood Education program receives national recognition until 2026.

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2. What measuring instruments were used for the assessment? (Attach the criteria, or rubrics used)

The student teaching summative evaluation report and rubric is provided below. The summative evaluation is based on the four times observation by the university supervisor of teacher candidate’s teaching performance in the classroom. Each observation, teacher candidate work with the cooperating teacher and supervisor to design lesson and execute the lesson with a whole class of students. After observation, teacher candidate will conference with cooperating teacher and supervisor to see what went well and what needs to be improved.

See Student Teaching Summative Evaluation Report.

Student Teaching is the culminating experience of the entire program. The performance assessment allows the measurement of teacher candidate’s readiness and effectiveness in teaching.

3. What were the important findings? How well students achieved the targeted learning outcomes?

The goal of student teaching is the preparation of reflective, knowledgeable, and highly effective teachers, evidence-based practices, and educating a diverse student population). The student
teaching summative evaluation is designed to measure candidates’ professional and pedagogical knowledge and skills for teacher candidates (including the ways children develop and the relationship to learning and the use of research in teaching), and design, implementation, and evaluation of curriculum and experiences (including dealing with diversity issues related to developmental levels, learning styles, culture, gender, English language learners, and special needs students.)

Candidates receiving a rating of 3 are meeting the standard (target), 2 are considered as acceptable, and 1 are considered as unacceptable. The new assessment was implemented in since Fall 2014. The results indicated that over 90% of program candidates are approaching or at the target level on the content component of identified courses.

One area that needs to be monitored is the A.C.E.I. 2.3 (Mathematics), that 9% of students failed to achieve the acceptable or higher level.

The assessment regarding candidates’ pedagogical knowledge, skills and dispositions, the data indicates that the Childhood Education program is doing an adequate job of preparing candidates’ ability to plan and implement instruction, knowledge and skills, and strategies to teach students with diversity. 92% or more of all candidates are meeting or exceeding the standard in all categories in assessments 3 (plan instruction) and 6 (teach diverse students).

The assessment regarding candidates’ effect on student learning, the data indicates that 100% of all candidates meeting or exceeding the standard.

Results of the A.C.E.I. program evaluation reveal that the candidates completing the Childhood Education program met outcomes in all A.C.E.I. teacher standards. The evidence shows that the Child Education Teacher Preparation Program is effective in preparing teachers’ knowledge, skills, dispositions and pedagogical practices and mentoring them to become master teachers. We are fully aware that the teacher education program evaluation is a continuous process. We will continue to implement the assessments with rigorous criteria to prepare high quality teachers.

4. Select action items the faculty believes may enhance student learning. Decide who will be responsible for the action, and establish a timeline for completion.

Action 1: We will strengthen the communication with university supervisors, cooperating teachers, and school administrators to ensure candidates’ participation in P/T conference and provide candidates with criteria and rubric of what is expected to learn from the meeting.

Action 2: We will continue to gather more data and monitor candidates’ performance in all areas. The program chair and director of field placement and student teaching will continue to have frequent and regular communication with university supervisors and cooperating teachers to ensure the new assessment is fully implemented.

5. What’s the assessment plan for next academic year?
We will start preparing curriculum mapping for Teacher Education Advanced programs and Early Childhood Education Initial program.
Template for Program Assessment Plan

Name of the program: Teacher Education
Year Assessment Plan: 2016-17
Date: May 31, 16
Faculty Participant: Dr. Hui-Yin Hsu, Chair of Teacher Education Program

1. Select Learning Outcomes: Articulate which program learning outcome(s) will be assessed during the period of the plan.

The learning outcomes will be continuously developed to align with the new CAEP (Council for the Accreditation of Education Preparation) Accreditation Standards. See http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf for the CAEP standards and descriptions.

2. Identify measures: (For each of the learning outcomes you choose to assess, we suggest you use at least one direct ad one indirect measuring instrument.)

We will use TaskStream to host an e-portfolio for the students in the program. We already developed and implemented new assessments and rubrics that align with new NYS Teacher Certification Exams in fall 2015. We will continue to implement the new assessments. The measures are guided by the following questions:

1. Is the program content coherent with our core values (unit goals)?
2. Does the program content prepare candidates’ readiness for certification requirements?
3. Is the preparation process collaborative in nature (local school districts and networked community)?
4. Do all candidates engage in sequenced and clinically rich fieldwork and student teaching experiences?

The measures include the following 6 areas:

1. Educating All Students (Diverse Student Population)
2. ELLs, Special Needs, Teacher Responsibilities, School-Home Relations
3. Academic Literacy (using academic language and content and pedagogy) in their planning, teaching, and assessment.)
4. Content Knowledge
5. Field Work & Clinical Practice
6. Teacher Performance Assessment
7. Professional Dispositions (Diversity, Technology, and Field Relations)

3. Identify benchmark for “success”:
One benchmark for success will be set to align with the CAEP accreditation requirements for the Teacher Education program. Another benchmark is the candidates’ performance on the NYS certification exams.

4. Plan Implementation and Timetable:

- Fall 2016- Continue curriculum mapping to align new CAEP accreditation standards and new NYS Teacher Certification Exams
- Fall 2016 – Develop New DRF in TaskStream with new standards, revised keystones and rubrics for Early Childhood Education and Advanced Programs
- Spring 2017 – Discuss with faculty, including adjuncts, on new standards, revised keystones and rubrics
- Spring 2017 – Implement revised keystone assessments to collect assessment data in all courses
- Fall 2018 – Faculty analyzes 2016-2017 program assessment data to determine if program learning outcomes are achieved.
**Template for Program Assessment Plan**

For "Fix now" in the Dean's report, I'm providing the following update.

**Broad involvement in learning outcomes development:**

From fall 2014 to spring 2015, the Teacher Education Department had held monthly meeting with edTPA training workshops to train faculty, adjunct faculty, the dean, the Director of Field Placement & Certification. We also started the process of curriculum mapping for developing program goals and learning outcomes that align with the new NYS Teacher Certification Performance-based assessment edTPA. We will continue the process of curriculum mapping to prepare our program so that teacher candidates graduate with the knowledge and skills needed to become effective teachers and pass NYS Certification requirements.

**Assessment results discussed with all constituents:**

- Use the assessment results to for continuous program improvement.
- Provide teacher exam preparation for teacher candidates.
- Establish partnership to enhance teacher candidates’ clinical experiences.