



Virginia State University
Annual Assessment Report –Academic Programs

Assessment Year: 2020-2021

Academic Department: Teaching and Learning Degree Program: Interdisciplinary Studies Teaching-Elementary Minor
 Department Chair : Dr. Trina L. Spencer Report Submitted by: Department Faculty

Competency Area	Student Learning Outcome	Means of Assessment & Criteria	Results	Use of Results/Action Plan for Improvement**
Includes general competency areas that are program specific (e.g. Communication, Critical thinking, Theoretical Application, Professionalism, etc.)	<p>Describe what the student will KNOW, be able to DO, and VALUE as a result of their matriculation.</p> <p><i>All outcomes MUST be Program Specific & Measurable</i></p> <p>Include the Action Verb + Learning Content Area + Criteria/Condition (See Guide)</p>	<p><i>Tool: Instrument used to collect student data, i.e. Student Portfolio, Project, Exams, Survey, Internship, Practicum, Thesis/Dissertation, etc.</i></p> <p><i>Method: How will students' accomplishments or success be determined?</i></p> <p><i>The use of a Rubric or Matrix to assess specific knowledge gained or skill attainment)</i></p>	<p>Actual Results based on student performances</p> <p><i>Percentage of students that achieved the passing score.</i></p> <p><i>(DO Not Use Grades)</i></p> <p>Analysis/Interpretation:</p> <p><i>All additional related findings should also be included.</i></p> <p>Was the Criteria Met?</p> <p>Yes or No</p>	<p><i>Indicate what will be done with the information attained. Describe how this information will be used to make changes to improve your program</i></p> <p><i>If necessary what additional actions/steps that will be taken to bring about the needed improvements</i></p>
Content Knowledge	<p>PLSLO 1: As a result of participating in the Professional Education Teacher Endorsement Program, students will apply content knowledge of preK-12 subject areas, during clinical practice.</p>	<p>Assessment Tool:</p> <ul style="list-style-type: none"> • Student Teaching Observations (EDUC 401) • Student Teaching Exit Assessment (EDUC 402). • Reading for Virginia Educators Test (RVE) 	<ul style="list-style-type: none"> • On the overall Competent Outcome 50% or 4 of 8 candidates scored at the "Proficient" level and 50% or 4 scored at the Basic level on Student Teaching 	<p>A review of the clinical practice data results revealed the need to improve our candidate's ability to convey their content knowledge during Exit Assessments.</p>

		<p>Assessment Method: Rubrics</p> <ul style="list-style-type: none"> • Student Teaching Observations Rubric (EDUC 401) • Student Teaching Exit Assessment Rubric (Presentation) (EDUC 402) • Reading for Virginia Educators Test (RVE) Standardized Test 	<p>Observations (EDUC 401).</p> <ul style="list-style-type: none"> • 100% of the candidates earned the passing score of 157 or higher on the RVE assessment. <p>Analysis/Interpretation: Results from the Student Teaching Observations items 1a and 1b indicated 38% or 3 of candidates scored at the Basic (1) level, 5 of 8 candidates or 63% scored Proficient (2) with the scores ranging from 1.6 to 2.7 on 1a and 1.6 to 2.9 on 1b.</p> <p>An overall average for 1a was 2.15. An overall average for 1b was 2.19.</p> <p>Criterion Met: No</p>	<p>The faculty decided to:</p> <p>(1) Hold mock interview to refine candidates' ability to convey their content knowledge during Exit Assessments.</p> <p>(2) Allocate more class time to teach core content knowledge.</p> <p>(3) Provide more opportunities for candidates to apply content knowledge in learning activities.</p> <p>(4) Provide more opportunities for virtual learning experiences. The candidates were thrust into an unprecedented experience due to the COVID-19 pandemic.</p>
<p>Professional Knowledge</p>	<p>PLSLO 2: Graduates of the Professional Education Teacher Endorsement Program will implement instructional strategies during clinical practice</p>	<p>Assessment Tool:</p> <ul style="list-style-type: none"> • Student Teaching Observations (EDUC 401) • Student Teaching Exit Assessment (EDUC 402) 	<ul style="list-style-type: none"> • The overall average of Outcome 2 Culturally Responsive indicated 50% or 4 of 8 candidates scored at the "Proficient" level and 50% or 4 of 8 scored at the Basic 	<p>A review of the clinical practice data results revealed the need to improve our candidate's ability to demonstrate their understanding of classroom discipline and classroom management and routines during Exit</p>

		<p>Assessment Method:</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Student Teaching Observations Rubric (EDUC 401) • Student Teaching Exit Assessment Rubric (Presentation) (EDUC 402) 	<p>level on Student Teaching Observations rubric. (EDUC 401) items</p> <ul style="list-style-type: none"> • The overall average for the Outcome 2: Culturally Responsive (A-G) was 2.24. • 100% or 8 of 8 candidates achieved a score of Proficient (3) on a 4 point scale using the Content item on the Exit Assessment Presentation Rubric (EDUC 402) <p>Analysis/Interpretation: Results from the Student Teaching Observations rubric items Outcome 2: Culturally Responsive indicated: 2.G was the only item that the candidates scored above 80%. 7 of 8, or 88% of candidates scored at the Proficient (2) level, 1 of 8 candidates or 12% scored Basic (1) and 0 of 8 or 0% of candidates scored at the Exemplary level (3) on a 4-point scale.</p> <p>An in-depth analysis of the data revealed that 0% of candidates were</p>	<p>Assessments. The faculty decided to:</p> <p>(1) Hold mock interview to refine candidates' ability to demonstrate their understanding of classroom discipline and classroom management and routines during the Student Teaching Exit Assessment.</p> <p>(2) Allocate more class time to teach classroom discipline and classroom management and routines.</p> <p>(3) Provide more opportunities for candidates to apply their knowledge of classroom discipline and classroom management and routines in learning activities.</p>
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			<p>exemplary in demonstrating their ability to facilitate learning during the student teaching observations.</p> <p>All items in Outcome 2: Culturally Responsive (A-G) have an average of 2.13. The averages range from 1.62 to 2.73.</p> <p>Criterion Met: No</p> <p>Analysis/Interpretation: Results from the Exit Assessment indicated 100% or 8 of 8 candidates received a rating of Proficient (3) and 0% of candidates received a rating of Exemplary (4) on a 4 point scale.</p> <p>An in-depth analysis of the data revealed that 100% of candidates were Proficient in their ability to demonstrate their understanding of classroom discipline, and classroom management and routines during the Student Teaching Exit Assessment.</p> <p>Criterion Met: Yes</p>	
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		<p>Criterion:</p> <ul style="list-style-type: none"> • Eighty percent (80%) of the candidates will score at the "Proficient" level and have an overall score of 3 on the four-point rubric scale using the EDUC 401 --Student Teaching Observation Rubric. • Eighty percent (80%) of the candidates will score at the "Proficient" level and have an overall score of 3 on the four-point rubric scale using the EDUC 402 --Exit Assessment Rubric. 		
Pedagogy	PLSLO 3: As a result of participating in the Professional Education Teaching Endorsement Program, candidates will differentiate instruction to meet the needs of diverse learners.	<p>Assessment Tool:</p> <ul style="list-style-type: none"> • Student Teaching Observation (EDUC 401) • Exit Assessment Presentation (EDUC 402) 	<ul style="list-style-type: none"> • 100% or 8 of 8 candidates (n=8) scored at the "Proficient" level on the Student Teaching Observations rubric (EDUC 401) items 	A review of the clinical practice data results revealed the need to improve our candidate's ability to demonstrate their understanding of teaching pedagogy during

		<p>Assessment Method: Rubrics</p> <ul style="list-style-type: none"> • Student Teaching Observations Rubric (EDUC 401) • Student Teaching Exit Assessment Rubric (Presentation) (EDUC 402) 	<p>Outcome 2: Culturally Responsive.</p> <ul style="list-style-type: none"> • 100% or 8 of 8 candidates (n=8) scored at the Proficient (3) level on a 4 point scale on the Effect on Student Learning item of the Student Teaching Exit Assessment rubric (EDUC 402) <p>Analysis/Interpretation: Results from the Student Teaching Observations item 2a, indicated 5 of 8 candidates or 63% scored Proficient (2) and 3 of 8 or 38% scored Basic (1) with the scores ranging from 1.9 to 2.8 on 2a. The overall average was 1.94. Item 2b indicated 50% or 4 of 8 scored at the Proficient level and 50% scored at the Basic level with the scores ranging from 1.2 to 2.6 on 2b. The overall average was 1.94.</p> <p>Results from the Student Teaching Observations item 2c indicated 4 of 8 candidates or 50% scored Proficient (2), while 4 of 8 candidates or 50% scored Basic (1). The</p>	<p>Exit Assessments. The faculty decided to:</p> <p>(1) Hold mock interview to refine candidates' ability to demonstrate their understanding of differentiation of instruction for diverse learners and assessment during the Student Teaching Exit Assessment.</p> <p>(2) Allocate more class time to teach differentiation of instruction for diverse learners and assessment.</p> <p>(3) Provide more opportunities for candidates to apply their knowledge of differentiation of instruction for diverse learners and assessment in learning activities.</p>
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		<p>scores ranged from 1.5 to 2.6. The overall average was 2.09.</p> <p>An in-depth analysis of the data revealed that 63% of candidates proficiently demonstrated their ability to facilitate learning during the student teaching observations. The overall average was a 2.24.</p> <p>Criterion Met: No</p> <p>Analysis/Interpretation: Results from Assessment Presentation Rubric indicated 8 of 8 or 100% scored at the Proficient level (2), 0 of 8 (n=6) or 0% of candidates scored at the Exemplary level (4) on a 4-point scale using the Assessment Item- Effect on Student Learning. 100% were proficient.</p> <p>Criterion Met: Yes</p>		
		<p>Criterion:</p> <ul style="list-style-type: none"> • Eighty percent (80%) of the candidates will score at the "Proficient" level and have an overall score of 3 on the four-point rubric scale using the EDUC 401 --Student 		

		<p>Teaching Observation Rubric.</p> <ul style="list-style-type: none"> Eighty percent (80%) of the candidates will score at the "Proficient" level and have an overall score of 3 on the four-point rubric scale using the EDUC 402 --Exit Assessment Rubric. 		
<p>Professional Practice Philosophy of Education</p>	<p>PLSLO 4: Graduates of the Professional Education Teacher Endorsement Program will demonstrate a commitment to ethical and professional value.</p>	<p>Assessment Tool:</p> <ul style="list-style-type: none"> Student Teaching Observation (EDUC 401) Exit Assessment Presentation (EDUC 402) <p>Assessment Method: Rubrics</p> <ul style="list-style-type: none"> Student Teaching Observations Rubric (EDUC 401) Student Teaching Exit Assessment Rubric (Presentation) (EDUC 402) <p>Criterion:</p> <ul style="list-style-type: none"> Eighty percent (80%) of the candidates will score at the "Proficient" level and have an overall score of 3 on the four-point rubric scale using the EDUC 401 --Student Teaching Observation Rubric. <ul style="list-style-type: none"> Eighty percent (80%) of the candidates will score at the 	<ul style="list-style-type: none"> 75% or 6 of 8 candidates (n=6) on 2.F scored at the "Proficient" level (2) and on 2G, 88% or 7 of 8 scored at the Proficient level on the Student Teaching Observations rubric (EDUC 401). 8 of 8 candidates achieved a score of Proficient (3) on a 4 point scale and 0 of 6 candidates were Exemplary on the Student Teaching Exit Assessment. <p>Philosophy of Education Analysis/Interpretation: Results from the Student Teaching Observation Rubric items 2f indicated 2 of 8 or 25% of candidates received a score of Basic (1), 6 of 8 or 75% of candidates received a score of</p>	<p>A review of the clinical practice data results revealed the need to improve our candidate's ability to reflect upon ethical and professional value during Exit Assessments. The faculty decided to:</p> <p>(1) Hold mock interview to refine candidates' ability to reflect upon ethical and professional value during the Student Teaching Exit Assessment.</p> <p>(2) Allocate more class time to teach skills for reflecting upon ethical and professional value.</p> <p>(3) Provide more opportunities for candidates to apply their ability to reflect upon ethical and professional</p>

		<p>"Proficient" level and have an overall score of 3 on the four-point rubric scale using the EDUC 402 --Exit Assessment Rubric.</p>	<p>Proficient (2) and 0 of 6 or 0% of candidates received a score of Exemplary (3) on a 4 point scale (0-3). The scores ranged from 1.0 to 2.3. The overall average was 1.83.</p> <p>Results from the Student Teaching Observation Rubric Items 2g indicated 1 of 6 or 16.6% of candidates received a score of Basic (1), 5 of 6 or 83.3% of candidates received a score of Proficient (2), and 0 of 6 or 0% received a score of Exemplary (3) on a 4 point scale. The scores ranged from 1.5 to 2.7.</p> <p>An in-depth analysis of the data in items 2f and 2g revealed that only on 2g did 75% of the candidates score Proficient in demonstrating their commitment to lifelong learning during the Student Teaching Observation.</p> <p>Criterion Met: No</p> <p>Analysis/Interpretation: Results from the Exit Assessment Presentation Rubric indicated 8 of 8 or</p>	<p>value in learning activities.</p> <p>(4) Recommend student spend more time in the writing lab.</p>
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			<p>100% of candidates received a score of Proficient (2) and 0 of 6 or 100% of candidates received a score of Exemplary (3) on a 4 point scale for the reflection item.</p> <p>An in-depth analysis of the data revealed that 100% of candidates were proficient in demonstrating their ability to reflect on professional and ethical value during the Student Teaching Exit Interview. The scores ranged from 2.2 to 2.9. The overall average was 2.6.</p> <p>Criterion Met: Yes</p>	
Technology	PLSLO 5: As a result of participating in the Professional Education Teaching Endorsement Program, candidates will integrate technology into their instruction.	<p>Assessment Tool:</p> <ul style="list-style-type: none"> • Student Teaching Observation (EDUC 401) • Exit Assessment Presentation (EDUC 402) <p>Assessment Method:</p>	<ul style="list-style-type: none"> • 62% or 5 of 8 candidates scored at the "Proficient" (2) level and 38% or 3 of 8 scored at the Basic level on the Student Teaching Observations rubric 	A review of the clinical practice data results revealed the need to improve our candidate's ability to demonstrate their ability to integrate technology into instruction during the

		<p>Rubrics</p> <ul style="list-style-type: none"> • Student Teaching Observations Rubric (EDUC 401) • Student Teaching Exit Assessment Rubric (Presentation) (EDUC 402) 	<p>(EDUC 401) item 1c. The scores ranged from 1.5 to 2.6. The overall average was 2.08.</p> <ul style="list-style-type: none"> • 100% of candidates or 8 of 8 candidates achieved a score of proficient (3) on a 4-point scale for the Technology Outcome on the Student Teaching Exit Assessment rubric (EDUC 402) with an average score 2.7. Scores ranged from 2.5 to 2.9. <p>Analysis/Interpretation: Results from the Student Teaching Observation rubric outcome 1c indicated 3 of 6 or 50% of candidates received a score of Basic (1), 3 of 6 or 50% of candidates received a score of Proficient (2) and 0 of 6 or 0% of candidates received a score of Exemplary (3) on a 4-point scale (0-3).</p> <p>An in-depth analysis of the data revealed that 0% of the candidates were exemplary in their ability to demonstrate their ability to integrate</p>	<p>Student Teaching Exit Assessments. The faculty decided to:</p> <p>(1) Hold mock interview to refine candidates' ability to utilize technology during the Student Teaching Exit Assessment.</p> <p>(2) Allocate more class time to teach skills for reflecting upon ethical and professional value.</p> <p>(3) Provide more opportunities for candidates to apply their ability to utilize technology in learning activities.</p>
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			<p>technology into instruction during the student teaching observations.</p> <p>Criterion Met: No</p> <p>Analysis/Interpretation: Results from the Student Teaching Exit Assessment indicated that 0 of 8 was unsatisfactory and 0 of 8 (n=8) or 0% of the candidates achieved a score of Basic (1), 6 of 6 candidates or 100% scored Proficient (2), and 0 of 8 or 0% scored Exemplary (3) on a 4 point scale for the technology item.</p> <p>An in-depth analysis of the results revealed that 8 of 8 of candidates were Proficient in their ability to demonstrate their ability to integrate technology into instruction during the Student Teaching Exit Assessment. The scores ranged from 2.5 to 2.9. The overall average was 2.7.</p> <p>Criterion Met: Yes</p>	
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		<p>Criterion:</p> <ul style="list-style-type: none"> • Eighty percent (80%) of the candidates will score at the "Proficient" level and have an overall score of 3 on the four-point rubric scale using the EDUC 401 --Student Teaching Observation Rubric. • Eighty percent (80%) of the candidates will score at the "Proficient" level and have an overall score of 3 on the four-point rubric scale using the EDUC 402 --Exit Assessment Rubric. 		

*****The use of results/action plan from this year should be reflected in the next year's assessment report to validate your continuous improvement efforts82019***