Program: **School of Education & Human Development Undergraduate Teacher Education Programs including Early Childhood Education, Middle Childhood Education, Intervention Specialist**

Assessed by: Department Faculty
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Mission Statement:

The mission of the department of education at Malone University is in collaboration with the liberal arts faculty and PreK-12 educational partners, to provide a biblically based education which prepares knowledgeable, reflective, collaborative educators committed to serving others in order that all individuals may learn and develop to their fullest potential and interact with each other and their environment with respect, compassion, and fairness.

Program Goals:
1. Prepare teacher candidates (students) to become highly qualified classroom teachers including meeting licensure requirements as well as developing an awareness of the importance of ongoing professional development.

2. Encourage teacher candidates (students) to think critically about who they are as individuals, their experiences, and cultural heritage and broaden that knowledge and perspective to support the learning of all children regardless of race, culture, gender, socioeconomic status, creed, or ability.

3. Promote an understanding of how a biblical worldview can inform every area of life, including professional practice as a classroom teacher.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results

1. Demonstrate the ways in which a **Christian worldview** informs educational practice.	**Philosophy of Education Paper** first developed in EDUC 112 Foundations of Education and revisited in EDUC 460 Student Teaching Seminar. Candidates are asked to consider beliefs about their worldview and professional practice including:
	   A. How will your faith influence what and how you teach?
	   B. How can you ethically share your faith with your students?
	   C. What difficulties do you anticipate as a teacher in a secular setting?
	   D. Revisit paper included: How beliefs were changed, and or affirmed
	
	Benchmark Criterion
	Comparison of candidates' grades on initial and revision according to rubric will reveal that at least 85% of senior candidates will achieve target on the rubric.
		Senior candidates capstone **Philosophy of Education Paper** during 2018-19 academic year as compared to program entry philosophy paper: n=23
		
		As freshman, % achieving rubric target (EDUC 112):
		  Part 1: achieved target on every criterion of the rubric which measured Christian worldview; 92.17%
		  Part 2: achieved target on each criterion which measured teaching and student learning; 93.04%
		
		As seniors, % achieving rubric target (EDUC 460): 86.11% achieved target or exemplary on each of the criterion; 95.83% of the candidates scored at the exemplary level for how their beliefs were changed
			The benchmark criterion was exceeded with 100% of candidates achieving the target measuring Christian worldview as well as teaching and student learning. Additionally, seniors showed they also achieved the target for how their beliefs were changed.
			
			This data shows growth attributable to coursework and the influence of Malone's faith-based education.

2. Apply sound **principles of teaching, learning, and advocacy.** *Note: This PILO is common to all five major programs: ECE, MCE, IS, Multi-age music and Adolescent Young Adult*	**OAE Pedagogical Knowledge Assessments** Ohio Assessment for Educators (OAE) Pedagogical Knowledge Assessments (Section I: Student Development & Learning & Section II: Assessment, Instruction, and the Learning Environment). There is a standardized OAE Assessment of Professional Knowledge test administered through Pearson for 001 Early Childhood, 002 Middle Childhood (grades 4-9), 003 Adolescent and Young Adult Licensure programs (grades 7-12), and 004 Multi-Age	**018-19 Teacher Candidate OAE Assessment of Professional Knowledge (Pedagogy) Test Results:** N=21 ECE=100% pass, 250.75 avg. MCE=100% pass, 236.67 avg. AYA=100% pass, 246 avg. Multi-Age=100% pass, 260.71 avg.	Once again Malone students have achieved 100% passage rate for pedagogy tests. This indicates that students are well prepared with knowledge regarding the foundations of teaching across all program areas.

	(PK-12) for those majoring in the Intervention Specialist program or multi-age programs. Benchmark = Malone teacher candidates will score at or above the Ohio established minimum passage score of 220.		

3. **Master the content** for which I have educational responsibility.
a. Demonstrate proficient knowledge of the principles of scientifically research-based reading instruction and the Ohio reading competencies (An Ohio requirement be effective for those ECE/MCE/IS candidates applying for a license effective July 1, 2017 or after)
 	
Note: This PILO is common to all three major programs: ECE, MCE, IS
 	
Rationale:
The state licensure exam includes assessments specific to the content the teacher candidate will be licensed to teach.
	OAE Content Knowledge Assessments
	This is a standardized licensure test required of all ECE, MCE, and IS teacher candidates and evaluates relevant content knowledge.*
	
	For this assessment report, results are reported for the following OAE Tests: Foundations of Reading Test 090; Early Childhood Education 012, Intervention Specialist 043, Middle Childhood specific content concentration area tests:
	  028 English Language Arts
	  029 Science
	  030 Math
	  031 Social Studies
	Note: the Middle Childhood Education candidates take a Content Knowledge Assessment relative to each area of concentration (i.e., English Language Arts, Science, Math, and/or Social Studies).
	
	Benchmark
	100% of teacher licensure candidates will meet or exceed the threshold of 220 established by the state of Ohio.
	
	Ohio Dept. of Higher Education (ODHE Pre-Service Teacher Survey (PSTS)
	Administered by the Ohio Department of Higher Education (ODHE) yearly (results
		2018-2019 Student Teacher Candidate OAE Content Pass Rates
		Reading=100% pass, 245.13 avg., N=16
		ECE=100% pass, 255.5 avg., N=12
		Special Education=100%, 248.8 avg., N=10
		MC Math=50%, 230 avg., N<5
		MC SS=100%, N=1
		MC Sci=100%, 268 avg., N<5
		MC ELA=100%, N=1
		ILA=100%, N=1
		ISS=66.67%, 223.67 avg., N<5
		Music=100%, 241.5, N<5
		
		2016-2018 ANNUAL REPORT ODHE PSTS
		(survey results combined reporting periods from 2016-2018):
			Teacher candidates are also required to take one or more content area tests for licensure. A total of 50 content tests were taken and 48 were passed. This indicates that students are well prepared in their individual areas that they will be teaching which require a license. The results of the Pre-Service Teacher Survey are in agreement; the Malone teacher candidate average surpassed the State of Ohio average, indicating a strong candidate perception of excellent content preparation.

	published the following year); one item relates to candidates' perception of how well they were prepared to teach content knowledge. The score reported is a mean based on a 4-point Likert scale in which 4 is "strongly agree"; the mean represents all licensure areas, including graduate initial licensure. Benchmark Malone candidates' mean score will meet or exceed the state mean and be 3.0 or greater.	Malone teacher candidates indicated a 3.45 out of 4 points, strongly agreeing they were well prepared as compared to the Ohio teacher candidates average of 3.33 agreeing	

4. Demonstrate competence in the process of planning developmentally appropriate practices.	**Methods Planning Unit**
	Teacher candidates complete this assessment prior to student teaching as part of the methods course; rubrics are used to assess learning.
	   ECE and IS teacher candidates are evaluated on the ability to a) develop an initial lesson plan and b) develop a sequential lesson plan for remediation or extended learning.
	   MCE, and AYA teacher candidates are evaluated on their ability to develop a design for instruction and assessment.
	
	Benchmark
	At least 85% of teacher candidates will score "target"/"proficient" (ECE, IS) or "met the indicator" (MCE, and AYA) or better.
	For the ECE/IS Methods Unit we will look at the area of Lesson Plans and Extension/Reteach.
	Criterion = 85% of candidates will score at Proficient or above.
		2018-2019 Methods Planning
		
		ECE & IS Lesson Plan:
		ECE and IS (N=15)
		ED/SPED 446 Math/Science
		   Initial Lesson Plan
		   91% achieved target or exemplary on each of the criterion.
		   Sequential Lesson Plan
		   91.52% achieved target or exemplary on each of the criterion.
		ED/SPED 444 Reading/Social Studies
		   Initial Lesson Plan
		   92.64% achieved target or exemplary on each of the criterion.
		   Sequential Lesson Plan
		   91.41% achieved target or exemplary on each of the criterion.
		
		ECE & IS Methods Unit:
		ECE and IS (N=15)
		ED/SPED 446 Math/Science
		   Reteach & Extension Lesson Plan
		   93.33% achieved target or exemplary
			The education department at Malone has a standard lesson plan that is used for multiple courses and across content/licensure areas. Students in ECE and IS programs achieved 91-92% mastery of methods planning on initial and sequential lesson plans indicating mastery with room for improvement.
			
			Students in MCE and AYA content and licensure areas are too few to analyze data and draw reliable conclusions.

| | | ED/SPED 444 Reading/Social Studies Reteach & Extension Lesson Plan 93.33% achieved target or exemplary

MCE Methods Unit:
MCE (n=<10)
EDUC 456 (Math)
  100% of total responses for each Design for Instruction criterion scored "met the indicator"
EDUC 457 (Science)
  100% of total responses for each Design for Instruction criterion scored "met the indicator"
EDUC 455 (ELA)
  Not Assessed on Tk20
EDUC 458 (Social Studies)
  100% of total responses for each Design for Instruction criterion scored "met the indicator"

AYA Methods Unit:
AYA (n=<10)
EDUC 419 (Math)
  no enrollment
EDUC 429 (Social Studies)
  over 95% for all Design for Instruction criterion "met the indicator"
EDUC 449 (Integrative Language Arts)
  Not Assessed on Tk20
EDUC 459 (Science)
  no enrollment | |
| 5. Exhibit **effective techniques which promote learning for all students** regardless of race, culture, gender, creed, or ability. | **EDUC 460 Candidate Preservice Assessment of Student Teaching (CPAST) Pedagogy Evaluation**
The pertinent elements from this assessment reflect students' ability to: | **2018-2019 EDUC 460 CPAST Pedagogy Evaluation:**
 (N=25)
D. Differentiated Methods
  Meets or Exceeds Expectations = 92% | CPAST data is collected during student teaching when all required coursework is complete. The fact that 92% of students met or exceeded |

	D. Differentiate Methods of instruction and M. Connect Research and Theory into lesson planning and implementation. Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations	M. Connection to Research & Theory Meets or Exceeds Expectations = 76%	expectations on "differentiated methods" is a good indicator that coursework is impacting students. However, only 76% of students met or exceeded expectations on "connecting research and theory", indicating an issue that should be addressed to improve results going forward.
Note: This PILO is common to ALL education programs			
6. Identify organizational and **behavioral management strategies** that create an educational environment conducive to effective learning and growth. *Note: This PILO is common to ALL programs*	**EDUC 460 CPAST Pedagogy Evaluation:** results are reported for criterion: I. Safe and Respectful Learning Environment Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations	**2018-2019 EDUC 460 CPAST Pedagogy Evaluation:** (N=25) I. Safe and Respectful Learning Environment 92% Meet or Exceeds Expectations	In the area of safe and respectful learning environments, 92% of teacher candidates met or exceeded expectations. Coursework should continue to prepare students for this area when they are student teaching.
7. Evaluate and support student learning and growth by utilizing varied assessments to inform instruction and interventions.	**EDUC 460 CPAST Pedagogy Evaluation:** Results are reported for the following CPAST criteria: C. Assessment of P-12 Learning G. Checking for Understanding and Adjusting Instruction through Formative Assessment J. Data-Guided Instruction K. Feedback to Learners Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations	**2018-2019 EDUC 460 CPAST Pedagogy Evaluation:** (N=25) C. Assess Learning Meets or Exceeds Expectations = 96% G. Check for Understanding and Adjust Instruction Meets or Exceeds Expectations = 92% J. Use Data to Guide Instruction Meets or Exceeds Expectations = 96% K. Provide Feedback to Learners Meets or Exceeds Expectations = 96%	With 92-96% of teacher candidates meeting or exceeding in these four areas of assessment, instruction, and feedback, the department should continue to emphasize these areas across coursework. This would include modeling what feedback looks like as well as using course assessments to drive instruction.

8. Display professionalism and ownership for professional growth.	For this report, **the EDUC 460 CPAST Clinical Dispositions Evaluation** results are evidenced by the criterion: N: Participates in Professional Development Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations	**2018-2019 EDUC 460 CPAST Clinical Dispositions Evaluation:** (N=25) N. Participates in Professional Development Meets or Exceeds Expectations =96%	Continue to emphasize professionalism and professional development with candidates.
9. Use technology as a tool for instruction, communication, collaboration, and creativity.	The **EDUC 460 CPAST Pedagogy Evaluation** criterion: H. Digital Tools and Resources reflects teacher candidates' abilities to utilize and integrate digital tools and resources. Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations	**2018-2019 EDUC 460 CPAST Pedagogy Evaluation:** H. Digital Tools and Resources Meets or Exceeds Expectations = 100%	Continue to reinforce the use of digital tools and resources across coursework for all teacher candidates.

10. Collaborate with family, teachers, community and other stakeholders in student learning and growth. Initiate and sustain conversation in written and oral form.	The **EDUC 460 CPAST Clinical Dispositions Evaluation** criteria:
	 O. Demonstrates Effective Communication with Parents or Legal Guardians
	 S. Collaboration
	
	 Benchmark = 85% of candidates will "Meet" or "Exceed" Expectations
		2018-2019 EDUC 460 CPAST Clinical Dispositions Evaluation:
		 (N=25)
		
		 O. Demonstrates Effective Communication with Parents or Legal Guardians
		   92% of candidates scored at or above "Meets Expectations"
		 S. Collaboration
		   100% of candidates scored at or above "Meets Expectations"
			Continue to reinforce effective communication with parents or legal guardians as well as collaboration in schools with teacher candidates across all licensure areas.

11. Exhibit **dispositions** for educators committed to serving together by:
-Providing service
-Practicing fairness.
-Promoting stewardship.
-Believing all students can learn and grow.
	EDUC 460 CPAST Clinical Dispositions Evaluation
	The pertinent elements from this assessment reflect teacher candidates' ability to participate in professional development, communicate effectively with parents or guardians, demonstrate punctuality, meet deadlines and obligations, prepare, collaborate, advocate for learners and the profession, and respond positively to feedback and constructive criticism.
		2018-2019 EDUC 460 CPAST Clinical Dispositions Evaluation:
		(N=25)
		
		N. Participate in professional development
		   Meets or Exceeds Expectations = 96%
		O. Demonstrate effective communication with parents or legal guardians
		   Meets or Exceeds Expectations = 100%
		P. Demonstrate punctuality
		   Meets or Exceeds Expectations = 100%
		Q. Meet deadlines and obligations
		   Meets or Exceeds Expectations = 92%
		R. Preparation
		   Meets or Exceeds Expectations = 96%
		S. Collaborate
		   Meets or Exceeds Expectations = 100%
		T. Advocate
		   Meets or Exceeds Expectations = 96%
		U. Respond positively to feedback
		   Meets or Exceeds Expectations = 100%
			Continue to reinforce skills in these eight areas of the CPAST assessment rubric that will support teacher candidate success during the student teaching experience as well as in the classroom after graduation.