

Assessment Report: Education Department, Rosemont College

Date of Report: October 13, 2015

Academic Years the Assessment Report Covers: 2015-2016

Division: Natural Science and Professional Studies

Department: Education

Chair or Person Preparing the Report: Denise M. Falconi, Ed. D.

Profile

Number of Majors and Certificate Programs (5)

PK-4 Elementary Education

PK-8 Special Education coupled with PK-4 Elementary Education

Span 4-8 with Concentration (English, History, Mathematics,
Spanish, Biology, Chemistry) Certification

Span 7-12 with Concentration (English, History, Mathematics,
Spanish, Biology, Chemistry) Certification

Art PK-12 Certification

Number of Faculty: Two (2) Full-Time Faculty
Seventeen (17) Adjunct Faculty

Courses Offered in the Assessment Period:

EDU-0201	Observation and Analysis
EDU-0240	Topics in Learning
PSY-0200	Developmental Psychology

Subject Matter Pedagogy Content

EDU-0200	Development of Education in the U.S.
EDU-0250	Early Childhood
EDU-0260	Children's Literature
EDU-0420	Teaching RELA: N-4
EDU-0425	Teaching Mathematics: N-4
EDU-0403	Teaching Science
EDU-0404	Teaching Social Studies
EDU-0405	Teaching the Arts in Elem. School
EDU-0395	Teaching Phys. Educ. and Health
EDU-0427	Technology in the Curriculum

Assessment

EDU-0385	Educational Assessment and Statistics
PSY-0361	Educational Psychology

Family and Community Collaborative Partnerships

EDU-0230 The School, the Family and the Community

Professionalism

EDU-0220 Effective Teaching Strategies
in K-12 Classrooms

PHI-0272 Ethics and Social Values

Additional Requirements

EDU-0270 Classroom and Behavior Management

EDU-0280 Fundamentals of Special Education

EDU-0380 Working with Disabled and Gifted Students in an Inclusion Program

EDU-0355 Principles and Practices of Working with English Language Learners

Departmental Factors that Affect Assessment:

All indication is the discipline is growing. This is in part due to the newly acquired PK-8 Special Education Certification Program, which is coupled with the PK-4 Elementary Program (October, 2015).

Assessment is highly impacted and driven by the skills and competencies required by the PDE 430 (Teacher Evaluation Form for Student Teachers), which is mandated by the Commonwealth and based on The Danielson Model and Rubric. Certification is based on the criteria and objectives of this model.

Learning Outcomes for Majors

Learning outcomes are made available in the college catalog and in the education information packet. The rubrics associated with teacher competency and the Danielson Model are also part of the Field Experience and Student Teaching Experience for all majors within the Education Department. (please see attached forms).

Assessment of Majors

The major assessment rubric that is utilized throughout the core of education courses is the Danielson Model Rubric, which measures teacher competencies in four (4) domains: Planning and Preparation, Instructional Delivery (pedagogy), Classroom Environment, and Professionalism. (Please see curriculum map attached which illustrates these competencies throughout the courses/curricula).

Changes Based on Assessment

New courses were added due to the recent ELL, Special Education, and Gifted regulations by PDE. Additional courses will be added to support the newly acquired PK-8 Special Education Certification program (October, 2015)

Recommendations for Improving the Assessment Process

Through the use of curriculum mapping, ascertain the use of the four domains of the Danielson rubric in each of our education class curricula to assure our students attain high quality professional teacher competencies.

Incorporate experiential learning throughout the eight semesters of the degree program using the PDE prescribed field experience rubric and the Danielson Model with special emphasis on including on-site classroom work in neighboring school districts once the major is declared.

Increase the pass rate on PDE required assessments prior to admission into the program (PAPA) and the post student-teaching PDE assessments (PECT, PRAXIS) by working with student on the test contents.

Assessment Goals (see attached)

Components	Description/Analysis
<i>Goal and Objective(s)</i>	<p>1. State your measurable student assessment goal and objective(s).</p> <p>Goal 1 Students majoring in education will acquire a comprehensive foundation of pedagogical knowledge and skills, which will enable them to become effective teachers.</p> <p>Objective 1.1 Students will demonstrate the competencies of the four domains of the Danielson Model: Planning and Preparation, The Classroom Environment, Instructional Delivery, and Professionalism in the Field.</p>
<i>Data and Evidence</i>	<p>2. Describe the data and evidence used to create and measure the objective(s) of this goal.</p> <p>Data will be collected through the use of the PDE 430 Rubric which categorizes and rates student teachers in the competencies of the Danielson Model for Teacher Effectiveness. Each student will receive a rating as follows in each domain:</p> <p>0 = Unsatisfactory 1 = Satisfactory 2 = Superior 3 = Exemplary</p> <p>Data will also be collected from the Rosemont College Education Department evaluation rubric, which is more detailed in description and evaluates the student's performance on particular aspects of each domain. The same rating system is utilized.</p>
<i>Student Population</i>	<p>3. Identify the student population(s) selected for this goal and objective(s)</p> <p>First and second semester senior students engaging in the capstone assessment of the student teaching experience.</p>
<i>Action Plan and Timeframe</i>	<p>4. Describe the action plan and timeframe in reference to implementation, analysis of data, and reporting for this goal and objectives(s)</p> <p>Data collection will begin upon the completion of the Fall, 2015 semester. PDE 430 forms of student teachers and the Education Department's evaluation rubric will be analyzed in terms of the competencies exhibited by the student teachers in this capstone assessment. Data will also be collected from the same rubrics for the student teachers in the Spring, 2016 semester. Results will be available January 1, 2016 (for fall, 2015 student teachers) and June 1, 2016 (for spring, 2016 student teachers)</p>

<i>Performance Indicators</i>	<p>5. Describe the expected results for students included in this goal and objective(s) A minimum of 90% of the students engaged in the capstone assessment of student teaching will receive superior to exemplary scores in each of the four domains of the Danielson Model.</p>
<i>Performance Level Measures</i>	<p>6. Describe the performance measures to be used to determine student progress.</p> <p>The performance measures will be the PDE 430 form and the Education Department's evaluation rubric for student teaching.</p>
<i>Expectations</i>	<p>7. Describe what criteria will be used to determine the success of this goal and objective(s)</p> <p>Data will reveal success based upon students achieving superior (2 points) to exemplary (3 points) in each performance level of the PDE 430 and the Education Department's evaluation rubric.</p>
<i>Leadership</i>	<p>8. Describe your leadership role in facilitating the attainment of this goal and objective(s).</p> <p>Curriculum mapping is currently taking place to ascertain the content of our syllabi with regard to addressing the professional competencies of the Danielson Model Rubric.</p> <p>Areas of need and improvement to the curriculum will be addressed to avoid any repetition, gaps, or additional content needed in our education courses.</p>

Components	Description/Analysis
<i>Goal and Objective(s)</i>	<p>1. State your measurable student assessment goal and objective(s).</p> <p>Goal 2 Students enrolled in the teacher education program will acquire a foundation of the oral and written communication skills required for their professional service in the classroom.</p> <p>Objective 2.1 Students will demonstrate their competency in oral presentation skills by engaging in “sample” lessons in the following educational methods courses.</p> <p>EDU 0201, EDU 0355, EDU 0365, EDU 0403, EDU 0404, EDU 405, EDU 427</p> <p>Objective 2.2 Students will demonstrate their competency in writing skills by engaging in professional lesson planning in the following educational methods courses.</p> <p>EDU 0201, EDU 0355, EDU 0365, EDU 0403, EDU 0404, EDU 405, EDU 427</p>
<i>Data and Evidence</i>	<p>2. Describe the data and evidence used to create and measure the objective(s) of this goal.</p> <p>Data will be collected through the instructors of the courses listed above. Data will be in the form of the final grade for the presentations and lesson planning documents in the form of a letter grade (A, A-, B+, B, etc.)</p> <p>Data will further be delineated by examining the rubrics used in each of the courses to note areas of weakness in more specific detail. These rubrics are assessed as a checklist.</p>
<i>Student Population</i>	<p>3. Identify the student population(s) selected for this goal and objective(s)</p> <p>All students enrolled in the education department starting in year one to senior year, who are students in the above listed courses.</p>
<i>Action Plan and Timeframe</i>	<p>4. Describe the action plan and timeframe in reference to implementation, analysis of data, and reporting for this goal and objectives(s)</p> <p>Data collection will begin after the Fall, 2015 semester. Analysis of both the final grade and checklists will be examined. Results will be available on January 1, 2016 for the fall semester. The process will repeat for spring semester, 2016.</p>

<p><i>Performance Indicators</i></p>	<p>5. Describe the expected results for students included in this goal and objective(s)</p> <p>A minimum of 90% of all students enrolled in the affected courses will receive a grade of “B” or better on the final grade for both the oral and written assessments.</p>
<p><i>Performance Level Measures</i></p>	<p>6. Describe the performance measures to be used to determine student progress.</p> <p>The performance measures are the final grades for both the oral and written assessment.</p> <p>Checklists will be used to further analyze gaps in the program with regard to oral and written communication.</p>
<p><i>Expectations</i></p>	<p>7. Describe what criteria will be used to determine the success of this goal and objective(s)</p> <p>Ninety percent of all students enrolled in these courses will attain at least a “B” on each of the assessments.</p>
<p><i>Leadership</i></p>	<p>8. Describe your leadership role in facilitating the attainment of this goal and objective(s).</p> <p>Collection and analyzation of data.</p> <p>Review of rubrics used by the teacher education department for the oral presentations and written lesson planning assessments.</p>
	<p>Work Consulted: Adapted from:</p> <p>Pennsylvania Department of Education SLO Assessment Rubric for Educators, 2015.</p>

Components	Description/Analysis
Goal and Objective(s)	<p>1. State your measurable student assessment goal and objective(s).</p> <p>Goal 3 Students enrolled in the education program will acquire a working knowledge of professional teacher competencies through experiential field work in suburban and urban school districts.</p> <p>Objective 3.1 Students will demonstrate these competencies through the use of a reflective journal and log, which will be reviewed and discussed in the following classes.</p> <p>EDU 201, EDU 220, EDU 260</p> <p>Objective 3.2</p> <p>Students will utilize the Framework for Effective Teaching (Danielson) and other teacher-generated rubrics to analyze and reflect upon the professional teacher competencies they observe during their field work.</p>
Data and Evidence	<p>2. Describe the data and evidence used to create and measure the objective(s) of this goal.</p> <p>Data will be collected through the instructors of the courses listed above. Data will be in the form of the final grade for the reflective journal, which will demonstrate an understanding of skills and competencies observed during the field work.</p> <p>Grades will be in the form of letter grades for purposes of evaluation. (A, A-, B+, B, etc.)</p>
Student Population	<p>3. Identify the student population(s) selected for this goal and objective(s)</p> <p>All students enrolled in the teacher education program starting in year one to senior year, who are students in the above listed courses.</p>
Action Plan and Timeframe	<p>4. Describe the action plan and timeframe in reference to implementation, analysis of data, and reporting for this goal and objectives(s)</p> <p>Data collection will begin after the Fall, 2015 semester. Analysis of the final grade for the reflective journal will be analyzed. Results will be available on January 1, 2016 for the fall semester. The process will repeat for spring semester, 2016. This will be extended to 85% of education courses within one year.</p>

<i>Performance Indicators</i>	<p>5. Describe the expected results for students included in this goal and objective(s)</p> <p>A minimum of 90% of all students enrolled in the affected courses will receive a grade of “B” or better on the final grade on their reflective journal.</p>
<i>Performance Level Measures</i>	<p>6. Describe the performance measures to be used to determine student progress.</p> <p>The performance measure is the final grade for the reflective journal.</p>
<i>Expectations</i>	<p>7. Describe what criteria will be used to determine the success of this goal and objective(s)</p> <p>Ninety percent of all students enrolled in these courses will attain at least a “B” on the reflective journal.</p>
<i>Leadership</i>	<p>8. Describe your leadership role in facilitating the attainment of this goal and objective(s).</p> <p>Collection and analyzation of data. Guidance and continued pursuit of the implementation of field work in 85% of the teacher education courses.</p>
	<p>Work Consulted: Adapted from: Pennsylvania Department of Education SLO Assessment Rubric for Educators, 2015.</p>