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| **ROSEMONT COLLEGE**  Yearly Discipline Assessment Report    **Discipline:** Education Graduate  **Discipline Coordinator:**  Name: Denise Falconi, Ed.D. Phone: 2321 Email: denise.falconi@rosemont.edu  **Date Submitted:** June 4, 2023 | | | |
| **Mission Statement 2016**: *Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society.*  *Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the principles of Cornelia Connelly and the Society of the holy Child Jesus to meet the needs of the time. Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an international community; Persistence and courage in promoting justice with compassion; Care for the Earth as our common home.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **PART A:**  INSTRUCTIONS**:** Save this form as a Word file. Please fill in the fields below; they will expand as you type. You may separate out majors and non-majors in your descriptions of outcomes. Then fill in Part B. Return to the Director of Strategic Planning and Assessment by June 30th. | | | |
| **Student Learning Objectives/Outcomes** | **Courses taught during year assessing the objective/outcome** | **Results of Assessment (include majors and non-majors in the classes)** | **Planned Improvements Based on Assessment (List here; elaborate in Part B below)** |
| **Program Goal #1**  To increase the number of authentic assessments in courses. This will provide the students with more opportunity to apply content knowledge in coursework to hone their craft for future practicums and employment.  **SLO #1:**  Students will be able to create work that mirrors competencies and expectations relevant to their future teaching careers. (Authentic Assessments – Performance, Project, and Problem based) | EDU 4520 Teaching English Language Learners  EDU 4368 Multicultural and Diverse Classrooms  EDU 4560 Current Issues and Trends in Teaching ELLs.  EDU 4516 Motor Development in Children  EDU 4565 Multicultural Literature  EDU 4513 Technology and the Classroom  EDU 4528 Standard Aligned Curriculum and Instruction  EDU 4537 School Law and Ethics  EDU 4536 Finance and Resource Management  EDU 4525 Educational Leadership  EDU 4545 Supervision and Evaluation | 100% of all courses listed created additional authentic assessment to their syllabi and instructional process.  Student grading from Canvas site was retrieved and analyzed. The relevant quantitative data is shown below.  93 % of all students taking these courses achieved at least a 91% (A-) in the authentic assessments. | Continue with the prescribed program goal #1 and continue to increase the use of authentic assessments in both scope and amount.  Please see below for narrative. |
| **Program Goal #2:**  To increase the number of reflective assessments in various courses in order to have students analyze the competencies required for superior pedagogy in future practicums and student teaching and administrative roles.  **SLO #2:**  Students will be able to reflect (evaluate)  course and practicum work to think deeply and carefully about their craft and future application in the classroom and administrative roles. | EDU 4520 Teaching English Language Learners  EDU 4368 Multicultural and Diverse Classrooms  EDU 4560 Current Issues and Trends in Teaching ELLs.  EDU 4516 Motor Development in Children  EDU 4565 Multicultural Literature  EDU 4513 Technology and the Classroom  EDU 4528 Standard Aligned Curriculum and Instruction  EDU 4537 School Law and Ethics  EDU 4536 Finance and Resource Management  EDU 4525 Educational Leadership  EDU 4545 Supervision and Evaluation | 100% of all courses listed in Program Goal #2 included reflective pieces as part of their assessment process and syllabi.  Student grading from Canvas site was retrieved and analyzed. The relevant quantitative data is shown below.    95% of all students in these graduate courses completed reflective assessment and 94% of them achieved a least a 92% (A-). | Continue with the prescribed program goal #2 and continue to increase the use of reflective assessments in the courses indicated.  Please see below for narrative. |
| **Goal #3**  To begin the process of synthesis of the new **Culturally-Relevant and Sustaining Education, Professional Ethics, and Structured Literacy Program Framework Guidelines** into our current framework for courses on the graduate level.  This is considered a programmatic goal which is required by PDE to commence in the SY 2024-2025. | All programs:  MA Education  MA Education with PK-4 Certification  MA Literacy with PK-12 Reading Certification.  MA Educational Leadership with PK-12 Principal Certification  ELL certification | In progress. Director of Teacher Education has performed about 20% of the analysis and matrix changes. | Continue to work on the course and program matrices to develop the assurances and competencies as required by PDE. |

**Part B: (Please use the space available to elaborate)**

List planned improvements here, timeline for planned improvement, reasons for change and desired results? All three goals are included in this narrative.

**Goal 1** Teachers were tasked with creating more authentic assessments in courses. These will include project, performance, and problem based assessments of a formative and summative nature to enhance the practice of our graduate candidates in application of competencies into their practicums, student teaching, and administrative roles. The timeline was one school year and the expectation was that the adjuncts assigned to the above courses made these changes during the SY 2022-2023. Our adjuncts created and utilized authentic assessment in various skills and “real life” projects. The teacher candidates created technology plans for their classroom use, evaluated actual “access scores” for making recommendations for English Language Learners, created lesson plans and accommodations for Level 1-3 ELLs, created an unpublished website related to Culturally Responsive Teaching and the Brain, creation of evaluation rubric for diverse books, creation of a complete SIOP lesson plan for English Language Learners. The administrative candidates constructed and analyzed a school district budget, completed a crosswalk of State Standards and their District’s curriculum to analyze the effectiveness of the program, created an interview plan and interview questions as an authentic application of the discussion of teacher hiring practice, created a school newsletter as an authentic application of discussion of communication practices for school leaders and completed a formal observation of a teacher using the Danielson Framework and all aspects of the clinical supervision process.

93 % of all students taking these courses achieved at least a 91% (A-) in the authentic assessments.

**Goal 2** Adjuncts were tasked with implementing more reflective assessments in courses. For teacher candidates these included weekly discussion boards, pre and post self- reflective pieces to analyze technology skill progress during the technology course, case studies analysis, co-teaching model reflection, field experience and observation notes, observe and comment/reflect on other students’ SIOP lesson plan presentations and other methods to reflect upon their craft and coursework. Administrative candidates produced a paper on how curriculum shapes student outcomes, reflected on course cases and their impact on school law today, evaluated/reflected on how to manage a school budget, wrote statement of philosophy of school leadership, supervision and evaluation and school-wide assessment. The timeline was one school year and the expectation was successful in the implementation of more reflective assessments in their courses during the SY 2022-23. We hope to have our students analyze and reflect on what is being taught in the classroom and how it will impact on their future classroom procedures and careers as a continuing and all-inclusive process across our programs. 95 % of all students taking these courses achieved at least a 92% (A-) in the authentic assessments.

**Goal 3** This is more of a programmatic goal in which the Pennsylvania Department of Education’s mandate to incorporate over 400 more competencies across our programs is engineered. The competencies are **Culturally-Relevant and Sustaining Education, Professional Ethics, and Structured Literacy Program Framework Guidelines.** The timeline for this project is 2 school years. The competencies must be assured and submitted by the 2024-2025 SY. Our hope is to have the matrices of our 5 graduate programs analyzed and to incorporate the competencies within existing coursework in each program or create, is some cases, new coursework to satisfy the requirements. This is a work in progress. Program Director has begun to match the competencies with the current matrices and ascertain where additional or modified course content may be necessary.

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| List previous plans here    Increase diversification of instruction and assessment in pedagogy courses by utilizing these techniques in classrooms as modeled by adjuncts.  Investigate online programming in graduate programs.  Apply for Intern Certification for MA Education Pk-4 program.  **Additional Previous Plans are listed in 21-22 assessment report.** | Status of planned improvement  Completed  PDE granted full online status for MA Literacy with Reading Certification. Online ELL certification previously approved.  Completed and approved by PDE this school year 22-23. | Evidence of changes in student learning  Students report being more equipped to teach with confidence in practicum experiences after having DI modeled during coursework. Field work mentor feedback is also favorable.  Marketing strategies have not been implemented fully by Admissions. With new Director of Admissions we are developing better strategies and creating new ideas for visiting charter schools to encourage new enrollment.  Work in progress.  Have seen increased interest in this program. Too soon to tell results. |