Academic Program Assessment Report

COLLEGE: College of Education

ENTER PROGRAM NAME: Initial Certification Program Assessment Report (P-3, TSD, K-6, K-6/5-8 and K-12)


REPORT AUTHOR: Dr. Gail Verdi

PROGRAM STUDENT LEARNING OUTCOMES (CHECK OFF THE SLOs BEING ASSESSED):

☐ SLO1: Knowledge (KU 2, 4; GE S4) -- Candidate has understanding and knowledge of subject matter, and of national and New Jersey state standards.
☐ SLO2: Knowledge (KU 2, 4; GE S4, V4) -- Candidate demonstrates knowledge of how elementary students learn and develop.
☐ SLO3: Skills (KU 2, 4; GE S4) -- Candidate plans instruction based on knowledge of subject matter, and of national (CCSS), professional and New Jersey Core Curriculum Content Standards.
☐ SLO4: Skills (KU1, 4; GE S4, V4) -- Candidate uses formal and informal assessment strategies to measure student progress and adjust instruction as needed.
☐ SLO5: Dispositions (KU1, 2, 4; GE K2, S4, V4) – Candidate appreciates individual, cultural, and linguistic differences.
☐ SLO6: Dispositions (KU 2, 4; GE S@, S4, V2, V4) – Candidate takes responsibility for establishing a positive climate in the classroom.

DIRECT MEASURE:
SLO1: Knowledge (KU 2, 4; GE S4) -- Candidate has understanding and knowledge of subject matter, and of national and New Jersey state standards.

In order for candidates to be formally admitted into one of the COE initial teacher certification programs, they must take and pass the Core Academic Skills Test designed by ETS (http://www.ets.org/praxis/nj/requirements). This standardized test measures candidate’s ability to read and respond to passages, write long and short responses to prompts, and complete a variety of math tasks, including word problems. This is a requirement of the New Jersey State Department of Education for all initial teacher certification candidates. It provides universities, as well as future employers, as indication as to whether a candidate is college and career ready.

TARGET:

Minimal scores required for initial teacher certification candidates in the state of New Jersey are as follows: Core Academic Skills for Educators: Reading (Test Code 5712) = 156, Core Academic Skills for Educators: Writing (Test Code 5712) = 162, Core Academic Skills for
Educators: Mathematics (Test Code 5731) = 150. Please note that these are the minimal scores required as of November 6, 2014. The cut off scores may be revised during a given academic year, and therefore may change in subsequent reports.

DATA COLLECTION AND RESULTS:

Note: This data represents total number of students that took the Praxis Core during Fall 2013 and Spring 2014 semesters. This data is not disaggregated by program. It also does not tell us which students failed to move from intended to declared majors due to the fact that they did not meet the minimal passing scores. It might benefit individual programs to keep track of this data and to determine what specific knowledge sets students need additional support to achieve proficiency in select areas (reading, writing, math).

In the fall of 2013 Kean’s COE changed from requiring the Praxis I to the Praxis Core Academic Skills for Educators Test to align its entrances requirements with those of the NJDOE. Prior to this shift in policy, Kean was one of a few colleges that required the Praxis I as a requirement for students to move from being intended Initial Certification Candidates to Declared Majors. The data presented below are comparison charts of the number of intended Education majors that took the Praxis Core Academic Skills for Educators Test nationally, in the state of New Jersey, and at Kean (all initial certification). The data is organized into three content areas assessing knowledge in reading in English, writing in English, and math proficiency. It will provide a snapshot of how Kean students perform when compared to their national and state peers. Data used for this report can be accessed at Kean’s CAEP webpage: http://www.kean.edu/~ncate/CAEP.htm

Test: 5712 Core Academic Skills for Educators: Reading – Passing Score 156

Semesters: Fall 2013-Summer 2014

Number of Kean Students: 499

<table>
<thead>
<tr>
<th>Population</th>
<th># of Test Takers</th>
<th>Mean Scores</th>
<th>Standard Deviation</th>
<th>Average Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>18009</td>
<td>173.61</td>
<td>19.52</td>
<td>162-190</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1340</td>
<td>169.76</td>
<td>18.92</td>
<td>158-184</td>
</tr>
<tr>
<td>Kean</td>
<td>499</td>
<td>163.82</td>
<td>19.98</td>
<td>154-178</td>
</tr>
</tbody>
</table>
Test: 5722 Core Academic Skills for Educators: Writing – Passing Score 162

Semesters: Fall 2013-Summer 2014

Number of Kean Students: 487

<table>
<thead>
<tr>
<th>Population</th>
<th># of Test Takers</th>
<th>Mean Scores</th>
<th>Standard Deviation</th>
<th>Average Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>17936</td>
<td>164.65</td>
<td>13.45</td>
<td>156-174</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1324</td>
<td>164.52</td>
<td>12.73</td>
<td>158-172</td>
</tr>
<tr>
<td>Kean</td>
<td>487</td>
<td>160.39</td>
<td>12.88</td>
<td>154-168</td>
</tr>
</tbody>
</table>

Test: 5732 Core Academic Skills for Educators: Math – Passing Score 150

Semesters: Fall 2013-Summer 2014

Number of Kean Students: 487

<table>
<thead>
<tr>
<th>Population</th>
<th># of Test Takers</th>
<th>Mean Scores</th>
<th>Standard Deviation</th>
<th>Average Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>18953</td>
<td>152.20</td>
<td>24.43</td>
<td>134-170</td>
</tr>
<tr>
<td>New Jersey</td>
<td>1312</td>
<td>151.47</td>
<td>23.45</td>
<td>134-168</td>
</tr>
<tr>
<td>Kean</td>
<td>485</td>
<td>145.15</td>
<td>22.83</td>
<td>128-160</td>
</tr>
</tbody>
</table>

Discussion of Findings:

When reviewing the comparison of data for the Praxis Core across national, state, and Kean populations, the mean scores and average performance scores suggest the following:

- Standard deviations indicate that the range of test scores that Kean students get is normally distributed when compared to students at the national and state levels.
- However, within all three data sets (reading, writing, and math) Kean students’ average test scores are lower than their national and state peers. Math (test 5732) being the subject Kean students struggle with most since mean scores for this indicate that the majority of Kean students don’t pass this test the first time.
- It is important to keep in mind that Kean’s student population is made up of many first generation college students as well as immigrant students. Therefore, our students may come to Kean needing more support when it comes to the three academic skills assessed through the Praxis Core. This doesn’t mean our students are less capable than their national and state counterparts, it just means that they may need more time to develop the skills students from professional families acquire in the schools they attend as well as the experiences they encounter in their homes and communities.
Many of our students are coming from Community Colleges where they take their composition and math classes. Therefore, Kean doesn’t always have control over course content.

**Curricular Actions/Closing the Loop:**

The COE faculty is aware of the challenges our students face in terms of the Praxis Core, and several initiatives have already been put into place:

1. In the fall of 2014 the Dean opened the Praxis Study Center in Hennings Hall.
2. Students have access to online practice tests (3 of which are free).
3. ETS has been providing workshops to students and faculty to help them understand how to navigate the process of applying for and studying for tests.
4. Faculty experts have been providing workshops for students to help support students as they study for the tests.
5. Some math faculty are integrating math concepts present in Test 5732 in their courses (Math 1030 and Math 1010).

Some ideas for further support:

- To help students with the writing test, work with the faculty in the Writing Center to design activities/modules to help students meet the criteria developed by ETS.
- Provide the Writing Center with copies of the rubrics designed by ETS, so that they are aware of the criteria being use to assess student writing.
- Work even more closely with math faculty to design math courses that assist education majors in acquiring the skills necessary to pass the Praxis Core.
- Math faculty might want to take the Praxis Core Math Test to get a better idea of what our students are up against when they sit for this test.
- Continue ongoing conversations with Community College Deans and faculty to inform them of the academic needs of their students following a path to education.
- Discuss this data with COE faculty and Dean to compile suggestions for how to provide support to our students.
DIRECT MEASURE:

SLO5: Dispositions (KU1, 2, 4; GE K2, S4, V4) – Candidate appreciates individual, cultural, and linguistic differences.

In Professional Internship (Student Teaching), a candidate’s overall attitude towards the students they teach is assessed using the COE Teacher Work Sample (TWS) Assessment Rubric. Course instructors and clinical supervisors use the TWS Rubric to measure each teacher candidate’s ability to respect their students’ linguistic and cultural diversity by engaging in activities that promote cooperation and collaboration amongst students. In addition, teacher candidates must design and implement units that are differentiated based on ongoing formative assessments, individual student needs. These units must also provide appropriate accommodations to meet both Common Core (ELA & Math) and NJCCCs (Science, Social Studies and additional subjects).

The rubric consists of 10 components/criteria (Intro to Portfolio, Philosophy Statement, Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision Making, Analysis of Student Learning, Reflection and Self-Evaluation and Writing Mechanics and Appearance). Each component includes 3-4 descriptors to assist course instructors and clinical supervisors in providing detailed feedback to our Professional Interns as they work towards becoming highly qualified teachers.

TARGET:

A candidate must meet a minimum score between 40-44 (Capable) to be recommended for K-6 Initial certification in the state of New Jersey. Since this is a culminating experience of all K-6 teacher candidates, it is expected that 100% of Professional Intern Candidates meet the minimal competencies outlined in the TWS Assessment Rubric. If a Professional Intern fails to meet the minimal criteria (Capable), a remediation plan is outlined by the cooperating teacher, the clinical supervisor, the Senior Seminar course instructor, and the Director of the Teaching Performance Center. Generally, a Professional Intern in need of a remediation plan will be expected to hold back graduation, and to repeat the Professional Internship experience with further support and guidance.
DATA COLLECTION AND RESULTS:

Semester(s): e.g. Fall 2012, Spring 2015, etc.
Number of students: ___260___
Number of sections: ? (EMSE 4900 - K-6 & K-6/5-8 and K-6 Bilingual & K-6/5-8 Bilingual)

Note: This data does not represent scores on Teacher Work Sample for any K-12 Programs or Early Childhood Education. Each of the K-12 Programs as well as Early Childhood Education should maintain similar data sets and subsequent analyses of student work. Data for all programs are available at: http://www.kean.edu/~ncate/Assessment%20Data%20Reports%20by%20Program.htm

Distribution of Scores for Level III Teacher Work Sample for K-6 & K-6/5-8 and K-6 Bilingual & K-6/5-8 Bilingual from Fall 2012 to Spring 2015 and Percentage % of candidates meeting minimum criteria of Capable to qualify for certification. Data used for this report can be accessed at Kean’s CAEP Webpage:

http://www.kean.edu/~ncate/Data%20Reporting/Elementary%20Combined/Elementary%20Program%20Data.htm

<table>
<thead>
<tr>
<th>Criteria</th>
<th>F 12 N=70</th>
<th>Sp 13 N-87</th>
<th>F 13</th>
<th>Sp 14 N=20</th>
<th>F14 N=44</th>
<th>Sp 15 N=39</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable</td>
<td>1</td>
<td>No Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capable</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplished</td>
<td>67</td>
<td>84</td>
<td>20</td>
<td>44</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>% meeting minimum criteria</td>
<td>98.5%</td>
<td>98.8%</td>
<td>NA</td>
<td>100%</td>
<td>100 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Discussion of Findings:

The Teacher Work Sample (TWS) has become an integral part of the COE Professional Internships. During the fall of 2012 and the spring of 2013 one intern within each semester did not complete the Teacher Work Sample (TWS) successfully – which would require the candidate to either repeat the Internship or extend the semester by a few weeks. At the time of this report, specific details about the two students referred to here are not available, but it is understood within the COE and the Teaching Performance Center that interns must comply with a remediation plan if indicated by course instructors. However, Data available from the spring 14, fall 14, and spring 15 semesters indicate that all professional interns working out in the field and registered for the senior seminar class EMSE 4900 have completed the final project (TWS) with a score of Accomplished. This indicates that students have succeeded at the following:
Writing a **philosophy statement** that represents the intern’s beliefs about teaching and learning, and documents these beliefs by reflecting on experiences, and supporting them through research about teaching and learning.

- **Analyze contextual factors** of the district, school, and classroom to determine the individual differences of students, and to set learning goals and plan instructions and assessment.
- **Set learning goals** for instruction and assessment that are significant, challenging, varied and appropriate for the student population given the contextual factors outlined in the previous task. Learning goals should also be aligned with national and state standards.
- **Design an assessment plan** using multiple modes of assessment that are aligned with learning goals, standards, and that assess student learning before, during, and after instruction.
- **Outline a design for instruction** for specific learning goals, standards, student characteristics & developmental needs, and learning contexts.
- **Reflect on instructional-decision making** through regular and systematic evaluation of student learning. These reflections should help each intern to determine what changes or adaptations are necessary in unit and lesson planning to ensure that all students are meeting goals and standards at an appropriate level.
- **Analyze student learning** by using assessment data to profile student learning and communicate information about student progress and achievement. This should also assist in determining differentiated instruction.
- **Reflect and self-evaluate** on instructions in order to improve teaching practice.

The success of our students to develop and submit a TWS that supports student learning speaks to the exceptional work faculty in our K-6, K-6/5-8, and Bilingual Programs do in training our interns to meet the needs of diverse student populations. In order to meet SLO5: Appreciate individual, culture and linguistic differences in students, our interns must first understand that differences exist and that the unique qualities of the students they teach are determined by the communities in which they live, the families they live with, and the multilingual and multidialectal forms of communication they negotiate on a daily basis. In other words, our interns must navigate both technical skills (planning, preparation, analysis, and written skill) with dispositional attitudes (understanding individual differences) in order to help all students succeed academically.

**Curricular Actions/Closing the Loop:**

Although our K-6, K-6/5-8 and Bilingual Program faculty are succeeding at training our interns to meet the needs of diverse student population represented in their culminating project (TWS), we understand the CAEP Accreditation is upon us within the next year. CAEP has indicated that our rubrics are outdated, and that we must redesign the way that we collect data, and analyze it. At a recent conference I attended, I along with the Dean, learned that we will be required to rework our criteria to make them more “measureable” by indicating the percentage to which students will succeed at completing a task. This is just one of the many tasks we have ahead of us as a COE and the CAEP Steering Committee is at work as we speak. The Dean of the COE has created subgroups to work on the specific CAEP Standards, and we have drafted a new Conceptual Framework (this is still a working draft). Therefore, the work we need to do at this point is less about revising the assignment (TWS), but more about how we will represent data to CAEP when we come up for accreditation.
Mean scores overall:

<table>
<thead>
<tr>
<th>Category/Criterion</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion of Findings:

USE THIS SECTION TO DISCUSS THE RESULTS.

Curricular Actions/Closing the Loop:

USE THIS SECTION TO DISCUSS AREAS TO BE FOCUSED ON AND SPECIFIC CHANGES TO BE MADE TO CURRICULUM/TEACHING (NOT CHANGES TO ASSESSMENT).

Supporting Evidence (data):

PLEASE ATTACH DETAILED EVIDENCE (DATA) TO SUPPORT YOUR FINDINGS TO THIS REPORT.

Please check this box to indicate:

☐ Supporting Evidence (Data) is attached.