

2007-2008 Annual Program Review Report

Interdisciplinary Studies K-6

K-6 Program Reviewers Team

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During the academic year 2007-2008 the K-6 program in the School of Education was redesigned. The following data reflects the former design of the K-6 program. Both the former and current programs are included as attachments to this report.

I. Summary: Assessment of Candidates From Various Reports

Area principals complete Employer Surveys that consistently indicate that K-6 teacher candidates demonstrate exemplary professionalism and are very knowledgeable of content and understand the importance of research-based, standards driven curriculum. Their level of professionalism and responsibility is comparable to that of first year teachers. They not only possess an outstanding knowledge of content but are able to apply that knowledge by implementing instruction where the core knowledge of instruction translates into a positive affect on student achievement. This includes exceptional skill in planning based on standards utilizing a strong and well-defined pedagogical base of instructional strategies. Teacher candidates can readily differentiate instruction while demonstrating a desire to work with all children. Teacher candidates in the K-6 program demonstrate appropriate classroom management techniques and organizational skills including the use of technology in planning, record keeping, and technology-facilitated instruction.

Teacher Candidate Exit Interviews indicate that candidates view themselves as exceptionally able to follow school policies and communicate with various audiences in a positive and productive manner. They feel skilled in communicating student status and progress to parents and appropriate others. In addition they feel skilled in the ability of designing communication appropriate to the audience while using correct grammar and organizing information in a logical manner. Teacher candidates view themselves as skilled in the use of technology to enhance student learning. They feel confident regarding their ability in planning involving the establishment of appropriate goals and objectives. Teacher candidates of the K-6 program have confidence in their ability to be reflective of their practice through the continual evaluation of the effects of their instruction on students and the learning environment.

II. Assessment of Candidate: Individual Reports

Summarized reports (portfolio review, milestone review, student teacher information, PRAXIS scores, program completion rates, exit surveys, employer survey, and graduate follow-up survey) data sets show about the performance of candidates:

Portfolio Review: [Milestone II]

Standard One Professional Growth and Development	In 2007 26% met the expectations for being a reflective practitioner and 73% exceeded the expectation. In 2008 86% met the standard and 13% exceeded the standard. In 2007 58% met the standard for communication and 41% exceeded the expectation. In 2008 83% met the expectation and 16% exceeded the expectation. In 2007 41% met the expectation for working with parents and 58% exceeded the expectation. In 2008 86% met the expectation and 13% exceeded the expectation.
Standard Two Knowledge of Instruction	In 2007 56% met the standard for understanding and applying strategies of instruction while 43% exceeded the standard. In 2008 83% met the standard and 16 % exceeded the standard. In 2007 41% met the standard for planning and 58% exceeded the standard. In 2008 77% met the standard and 22% exceeded the standard.
Standard Three Knowledge of Assessment and Evaluation	In 2007 73% met the expectations for understanding and creating assessments while 26% exceeded the expectation. In 2008 80% met the expectation while 19% exceeded the expectation.
Standard Four Knowledge of Students	In 2007 70% met the standard of understanding child development while 19% exceeded the standard. In 2008 88% met the standard while 11% exceeded the standard. In 2007 85 % met the expectations of working effectively with

	diverse students while 14% exceeded the expectations. In 2008 77% met the expectations while 22% exceeded the expectations.
Standard Five Knowledge of Classroom Management	In 2007 26% met the standard for creating a positive learning environment while 73% exceeded the expectation. In 2008 83% met the expectation while 16% exceeded the expectation.
Standard Six Knowledge of Technology	In 2007 58% met the standard for using technology in student learning and 41% exceeded this expectation. In 2007 63% met the expectations for using technology in professional growth while 34 % exceeded this expectation. In 2008 80% met the expectation for both the effective use of technology with students and for use of technology in professional growth while 19% exceeded the expectation.
Standard Seven Knowledge of Content	Understanding of discipline taught was met by 80% in 2007 and exceeded by 195. In 2008 88% met the standard and 11% exceeded the standard.

Milestone II Review:

Analysis of milestone review for Spring 2008 indicates that with 40 individuals there was a 59.09% pass rate. Of those 40% were males and 59.02% females. Of the passing number the following passage rate was shown for the following ethnicities: White: 58.18%, African-American: 50%, Hispanic: 100%

Student Teacher Information:

From the Fall of 2007 to the Spring of 2008 a total of 74 K-6 teacher candidates were licensed. Only one candidate failed the portfolio and one failed the 011 test.

Evaluation Category	Average	2005-2006	2006-2007	2007-2008
Domain I: Content Knowledge	2.52	NA	NA	2.52
Domain II: Planning	2.534	2.595	2.471	2.536
Domain III:	2.502	2.529	2.450	2.527

Teaching Strategies				
Domain IV: Assessment and Evaluation	2.45	2.472	2.408	2.47
Domain V: Learning Environment	2.818	2.846	2.758	2.85
Domain VI: Professional Growth	2.672	2.702	2.621	2.695
Domain VII: Communication	2.549	2.559	2.505	2.583

PRAXIS Scores: (ETS Statistics)

From the Fall of 2003 to the Spring of 2008 (5 years of data) the K-6 teacher candidates scored accordingly on the following four tests:

Elem. Educ. Instruction and Assessment Curriculum	There were 327 teacher candidates passing with 61 retakes. The average score was 172.4 with a required passing score of 159. The addition of Education 3090 is a response to this statistic. This course should provide knowledge of curricula and curriculum planning.
Elementary School: Content Knowledge	There were 323 teacher candidates passing with 10 retakes. The average score was 164 with a required passing score of 140.
Principles of Learning and Teaching K-6	There were 422 teacher candidates passing with 38 retakes. The average score was 173.7 with a required passing score of 155.
Reading Across the Curriculum: Elem	There were 378 teacher candidates passing with 0 retakes. The average score was 165.8 with a required score of 151.

Program Completion Rate:

Jana Hatcher provided the following statistics regarding program completion rates for K-6 teacher candidates for 2007 and 2008:

	Student Teachers	Did not complete
Fall 2007	40	1
Spring 2008	37	0
Totals	77	1

Pass Rate =99%

Exit Survey: (Lowest areas of performance)

Fall 2007

2.74 Interpret assessment data (Terra Nova/other) appropriately and uses this information for instruction and evaluating student academic achievement and attitudes to determine the academic amount of progress as well as the amount of positive change toward learning

3.13 Links learning with students' prior knowledge, experiences, cultural backgrounds

3.15 Uses assessment strategies, instruments, and information appropriate to the learning expectations being evaluated (affective as well as academic) that are also gathered from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions

3.15 Maintain accurate and up-to-date records while completing assigned tasks on schedule and maintaining satisfactory records of punctuality and attendance

3.16 Create a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s)

Spring 2008

2.73 Interpret assessment data (Terra Nova/other) appropriately and uses this information for instruction and evaluating student academic achievement and attitudes to determine the academic amount of progress as well as the amount of positive change toward learning

2.99 Create a professional development plan to improve performance and to expand teaching repertoire to facilitate student achievement of the learning goal(s)

3.06 Use assessment strategies, instruments, and information appropriate to the learning expectations being evaluated (affective as well as academic) that are also gathered from a variety of sources about students' experiences, learning behaviors, needs, attitudes and progress to make initial and ongoing instructional decisions

3.08 Use classroom management techniques that foster student self-control and self-discipline

3.08 Create lesson plans that address the needs of students with diverse cultural and language backgrounds and different learning needs

**Exit Survey: (Highest areas of performance)
Fall 2007**

3.34 Communicate student status and progress to students, their parents, and appropriate others

3.36 establish appropriate instructional goals and objectives

3.36 Design communication appropriate to the audience while using correct grammar and organizing information logically

3.37 Use technology to enhance student learning

3.37 Follow applicable school policies and procedures

Spring 2008

3.22 Establish appropriate instructional goals and objectives

3.23 Design communication appropriate to the audience while using correct grammar and organizing information logically

3.29 Reflect on teaching practice by continually evaluating the effects of instruction

3.36 Use technology to enhance student learning

3.49 Follow applicable school policies and procedures

Suggestions:

- More clinical experiences, earlier and in a consistent way
- More communication between teachers in the department
- A second assessment course
- Careful selection mentor teachers
- Classroom management
- More experience /preparation teaching grammar
- More time and involvement in a real classroom

Employer Survey:

4=Strongly Agree

3= Agree

2=Disagree

1=Strongly Disagree

Teacher Skill	
Knowledge subject matter	3.2
Understanding pedagogical content knowledge	3.3
Reflect a thorough understanding of professional and pedagogical knowledge and skills	3.3
Reflect dispositions expected of professional educators	3.4
Accurately assess and analyze student learning and make appropriate adjustments to instruction	3.0
Have a broad knowledge of instructional strategies	3.1
Present their content in clear and meaningful ways	3.3
Integrate technology into their teaching	3.2
Create learning experiences based on the developmental level and prior experience of their students	3.1
Design instruction that addresses the needs of students with diverse cultural and language backgrounds and different learning needs	2.9
Use classroom management techniques that foster self-control and self discipline	3.2
Demonstrate productive leadership or team membership skills that facilitate the development of mutually beneficial goals designed to make the entire school a productive learning environment	3.3
Organize systematically and maintain useful records of student work and performance	3.4
Communicate student progress knowledgeably and responsibly to students, parents, and appropriate others	3.3

Area Principals- Teacher Candidates' Greatest Strengths:

- Very knowledgeable of content
- Use of technology for instructional purpose
- Classroom management
- As prepared as first year teachers to handle responsibilities
- Strong pedagogical base and application of instructional strategies and differentiated instruction
- Understand the importance of research-based, standards-driven curriculum
- A core knowledge of instruction which translates to a positive affect on student achievement
- Ability to plan based on standards
- Professionalism
- Desire to work with children
- Ability to work on a team and demonstrated collegial professionalism

Graduate Study Follow-Up:

Follow-up survey of graduates in first five years of teaching ranking how well they are satisfied with the teacher education program. 3=Very satisfied 2=Satisfied 1=Not Satisfied

Opinion of how well prepared to:	
Establish instructional goals that address student needs at appropriate instructional level	2.5
Evaluate how to achieve learning goals by planning relevant and developmentally appropriate learning experiences	2.462
Design instruction that addresses the individual needs of students including those from diverse culture and language backgrounds	2.077
Demonstrate a thorough understanding of content area	2.5
Implement appropriate teaching and learning strategies to engage students in active learning opportunities	2.385
Link learning with students' prior knowledge, experiences, and cultural	2.308

backgrounds	
Use assessment strategies, instruments, and information appropriate to learning expectations being evaluated	2.077
Interpret aggregated and disaggregated assessment data appropriately using the information to evaluate student learning and make data driven instructional decisions	1.808
Use a range of strategies to create a learning community where students are encouraged to assume responsibility for themselves and others	2.269
Use classroom management techniques that foster self control and self discipline	2.308
Demonstrate productive leadership and team membership skills that foster a positive school environment	2.308
Maintain accurate and up-to-date records	2.12
Communicate student achievement and progress to students, parents, and appropriate others	2.269
Design appropriate communications	2.462
Reflect on teaching practice through careful examination of classroom evaluation and assessments	2.462
Use technology to enhance both teaching and professional performance	2.423
Overall how are you satisfied with your teacher preparation	2.269

**K-6 Program Review Committee Report
in Program/Courses Based on Data:**

Recommended Changes

I. Assessment of Program to Improve Teacher Candidate Performance

Specific short-term actions to be begun during the 2008-2009 academic year in order to improve candidate performance:

1. Curriculum Alignment Project for Courses of the K-6 Program
2. Professional Development School Feasibility Study
3. Initiation of Education 3090 Curriculum Course

4. Student Success Grant 2008-2009

Curriculum Alignment Project:

Following the revision of the K-6 Program during the 2007-2008 academic year a period of monitoring and course adjustment is recommended. Dialogue with K-6 Instructors, teacher candidates, and administrators indicate that a curriculum review within courses should take place where realignments are considered. A retreat for key player is recommended by this committee during which college professors in the K-6 program and administrators from the LEA meet and discuss modifications that can and should be made to more efficiently prepare teacher candidates for actual practice in K-6 classrooms. The retreat should review the following aspects of the K-6 program:

- Philosophy about education and learners
- Essential Content for methods courses
- Activities and projects assigned as opportunities to learn
- Requirement of courses
- Field experiences and clinical experiences for K-6 teacher candidates

Professional Development School Collaborative:

Members of the K-6 program review committee recommend investigating the establishment of a IHE/LEA collaborative with the characteristics of a professional development school. The Professional development school is defined as a “regular” public school where, through appropriate agreements professionals representing the school and the university work in partnership to accomplish the following:

- Improve the preparation of novice teachers
- Enhance continuing professional development of school-based faculty and university faculty
- Conduct collaborative inquiry focused on questions about teaching and learning
- Improve the achievement of K-6 students in the school

Education 3090 Elementary Education Instruction and Assessment:

Bases on Praxis 011 results the School of education has designed and implemented a new course: Education 3090. Students are now required to take this course which addresses the weaknesses evidenced in the prior performance of K-6 teacher candidates on the 011 Praxis Test.

Student Success Grant 2008-2009

As part of the redesign efforts for the K-6 program at Austin Peay State University, an academic support grant totaling \$7,000.00 has been budgeted for the supporting the academic, social, and collaborative efforts for the students in the K-6 program. This grant was awarded to the School of Education to be used in academically supporting and

retaining education students. There are social and mentoring events planned throughout the school year that will involve our K-6 students, faculty, and staff members from the department. The focus for this grant is to build community and support among all students, faculty, and staff. The enhancement of school spirit and unity will inspire our K-6 Education majors by increasing collaboration resulting in improved retention rates and greater academic achievement by our students. One example of an event planned for our K-6 students is the Welcome Back Bash. This special event will bring all education majors together on September 26, 2008. There will be a bar-b-que dinner, karaoke, School of Education t-shirts, a talent show in which faculty and students are performing, and door prizes. Student Membership tables from clubs across the campus, such as, Student Tennessee Education Association, Kappa Delta Pi, Mid-Cumberland Reading Council, and Science and Math Clubs. These special activity clubs will give all education students opportunities to connect with clubs and memberships that interest them. All faculty and staff members will be at the event to meet and fellowship with the students.

II. Assessment of Program Operations

Enrollment, exit survey, and graduate follow-up survey data sets show about the operations and quality of program:

Program Changes and Advocated Programatic Changes

Summarized reports (PRAXIS results, exit surveys, employer surveys, and graduate follow-up surveys) provide information that would support the following changes in the K-6 program or in specific courses of the program including specific short-term actions to be taken during the 2008-2009 academic year in order to improve program operations and quality:

- Sustained quality of field experiences in diverse and varied assignments
- Emphasis on consistency in terms of relating theory to practice
- Redesign of Education 4270 Assessment to address the analysis of data from standardized state tests and data driven decision making for the K-6 classroom teacher
- The K-6 Program was revised during 2007-2008 (see attached)
- A year of monitoring courses in the recently revised K-6 program with course adjustment as needed

III. Assessment System

In order to obtain data needed to better evaluate candidates/and or program the Teacher Education Unit Assessment System assessment instruments for Block I Studies, Block II Studies, and Clinical Teaching have been redesigned to provide seamless correlations

among the assessment instruments. This change will provide more meaningful and useful evidence regarding candidate performance and program operations.