

**2011 – 2012 APSU Teacher Unit
Annual Program Review (APR) Report**

I. Name of Program: 4 - 8

II. Provide list of Reviewers:

Benita G. Bruster – Chair
Shirley Walrond
Tara Alvey

III. Program Description:

This annual report describes the current program in place for the *Interdisciplinary Studies Major: Middle Grades Major: Grades 4-8* and includes faculty assessments of candidates, and the program evaluation by graduates, teacher candidates, and administrators.

Candidates for licensure in *Interdisciplinary Studies, the Middle Grades Major 4-8*, are required to take

- Core Courses
- Middle Grades Major Cognate Area
- Professional Education Minor Courses

Upon completing the required course work candidates complete Residency II (student teaching).

IV. Changes in Program

During the past year a number of significant changes have been made to the program:

- *Teacher Performance Assessment*: All 4-8 licensure candidates were required to complete all components of the Teacher Performance Assessment, TPA, and requirement while student teaching. This data is disaggregated below for 4-8.
- *Placements – Time in the Field*: That time has been increased this year to 735 hours, with the change occurring to ensure a lengthier period spent in the clinical experience and Residency I placements during the last year. Now a full academic year is spent in two student teaching placements, doubling the contact time. This provides a more intensive working relationship with the supervising teacher and students. Additionally, the time in the field during Residency I placements increased to 5 full weeks, with the second placement continuing into Student Teaching.
- *Key assessments*, designed to be capstone projects within each major and minor course. These key assessments which are evaluated by the faculty teaching the course(s)--are submitted by the students in *Live Text*, where they accumulate as part of the list of required standards-based accomplishments. As students move through the milestone

review process, faculty and staff track them to ensure steady progress and provide support. The TPA is also being integrated. During the year spent in clinical practice, each student completes a self-reflective series of written tasks. (Residency I and II).

- *Course Changes in the Program:* A course change in the 4-8 Program occurred this year, 2011-2012. Based on feedback from our 4-8 graduates and Praxis requirements, the Reading 4010, Language Arts course was replaced with Reading in the Primary Grades, 4020. This course change will meet the needs of our students by providing content relevant to the content from the Reading Across the Curriculum Praxis; a required test for all 4-8 majors.

V. Program Strengths

Table 2. Fall 2011 and Spring 2012 Exit Survey: Combined Average of all graduates compared with 4-8 Program		
Area	Avg	4-8
1. Establish appropriate instructional goals and objectives.	3.46	4
2. Develop learning goals and objectives that address student needs at the appropriate instructional level that also address thinking processes.	3.38	3.75
3. Evaluate how to achieve learning goals, plans learning experiences that are developmentally appropriate and relevant to students, and connects those concepts to real life and future careers.	3.33	4
14. Reflect on teaching practice by continually evaluating the effects of instruction.	3.43	4
20. Use technology to enhance student learning	3.48	3.5
23. Demonstrate an understanding of effective verbal and non-verbal communication by choosing language and delivery techniques appropriate to the parents, students, or other professionals.	3.44	4

The teacher candidates in the 4-8 licensure program scored higher on the Exit Survey for Clinical Teaching for the Fall 2011 and the Spring 2012 for the areas listed above. When looking at

patterns of strength, the 4-8 students were higher in Domain One that focused on planning, objectives, and learning goals. The 4- 8 teacher candidates were also able to reflect on instructional decisions and to effectively use appropriate communications with all stake holders. The survey items of understanding content standards, achieving learning goals, and preparing lessons that are developmentally appropriate aligns to comments from students that favorably reported the following:

- “The content courses prepared me to teach Middle School, such as the Middle School strategies, and the Middle School Content.”

VI. Program Weaknesses

Clinical Teaching Evaluation Summary Spring 2012

Area	Avg.	4-8
4. Use of visuals to establish purpose of lesson.	2.68	2.53
6. Clear and concise communication is used.	2.81	2.47
10. Pacing is appropriate and provides opportunities for students who progress at different rates.	2.52	2.41
16. Elicit and variety of thinking	2.47	2.35
18. Varied and high quality	2.44	2.35
19. Require active responses (choral class, choral responses, or group/individual answers)	2.60	2.41
22. Implements subject-specific instructional strategies to enhance student learning.	2.66	2.53
35. Plans for diverse learners	2.44	2.19

Based on the Clinical Teaching Evaluation Summary displayed above, these areas were selected to evaluate. The teacher candidates’ performance on 60 sub-elements within 4 Domains, the possible scores range from 1 (unacceptable) to 3 (outstanding), with a zero indicating that the behavior was not observed. In 33 of the 60 variables, the 4-8 candidates performed at a higher or the same level as all others included in the average. The area, Plans for Diverse Learners is most in need of strengthening for all teacher candidates. The 4-8 candidates’ evaluations were considerably lower than the average of other licensure areas. Of the 8 areas of weakness, 7 were in the Instructional Domain; the actual planning and teaching areas were low as compared to the teacher candidates in other licensure areas.

VII. Assessment of Candidates

Assessment of program operations (assessments, curriculum, etc.) takes place in several ways. Currently we assess our courses both through anonymous student evaluations and through the actions of the departmental curriculum committees and field-based evaluations from classroom teachers. All summarized surveys and reports indicate that the 4-8 teacher candidates are performing at a high level with all data at or well above the required score to successfully graduate. For example, an analysis of the Teacher Performance Data for teacher candidate in the 4-8 program illustrated below indicated that in many areas the 4-8 teacher candidates are out performing their peers.

TPA Elementary Reading Spring 2012 (N=1)											
Planning	Rubric	1	Grades 4-8	2	4-8	3	4-8	4	4- 8	5	4- 8
EL 1	Planning for Understanding	14%	0	33%	100%	43%	0	10%	0	0	0
EL 2A	Using knowledge of students to inform teaching	14%	0	43%	100%	43%	0	0	0	0	0
EL 2B	Justification for plans	14%	100%	38%	0	43%	0	5%	0	0	0
EL 3	Planning assessments to monitor and support	10%	0	28%	0	48%	100%	14%	0	0	0
Instruction	Rubric	1		2		3		4		5	
EL 4	Engaging students in learning	14%	100%	43%	0	43%	0	0	0	0	0
EL 5	Deepening student learning during instruction	24%	0	33%	100%	43%	0	0	0	0	0
Assessment	Rubric	1		2		3		4		5	
EL 6	Analyzing student work	19%	0	19%	0	52%	100%	10%	0	0	0
EL 7	Using feedback to guide further learning	29%	0	37%	0	29%	100%	5%	0	0	0
EL 8	Using assessment to inform instruction	29%	0	38%	0	33%	100%	0	0	0	0
EL 9	Analyzing teaching and effectiveness	5%	0	52%	100%	43%	0	0	0	0	0
Academic Language	Rubric	1		2		3		4		5	
EL 10	Understanding language development	14%	0	34%	100%	52%	0	0	0	0	0
EL 11	Scaffolding students' academic language	5%	0	48%	100%	37%	0	10%	0	0	0
EL 12	Developing students' academic language and content learning	9%		38%	100%	48%		5%		0	

Teacher Performance Assessment Analysis 4-8: (Reading and Math) The 4-8 teacher candidates performed extremely well compared to the K-6 peers, especially in the Assessment task. Although it is impossible to extrapolate with an N=3, this data is interesting. Why did this 4-8 student perform so well in assessment when compared to the K-6 group?

TPA Elementary Math Spring 2012 (N= 2)											
Planning	Rubric	1	Grades 4-8	2		3	4-8	4	4-8	5	4-8
EL 1	Planning for Understanding	0	0	10%	0	37%	0	53%	100%	0	0
EL 2A	Using knowledge of students to inform teaching	0	0	26%	0	53%	50%	21%	50%	0	0
EL 2B	Justification for plans	0	0	0%	0	68%	50%	11%	50%	0	0
EL 3	Planning assessments to monitor and support	0	0	10%	0	53%	50%	37%	50%	0	0
Instruction	Rubric	1		2		3		4		5	
EL 4	Engaging students in learning	0	0	37%	0	53%	50%	10%	50%	0	0
EL 5	Deepening student learning during instruction	0	0	43%	50%	47%	50%	5%	0	5%	0
Assessment	Rubric	1		2		3		4		5	
EL 6	Analyzing student work	10%	0	21%	0	69%	100%	0	0	0	0
EL 7	Using feedback to guide further learning	5%	0	53%	100%	37%	0	5%	0	0	0
EL 8	Using assessment to inform instruction	21%	0	16%	0	53%	100%	10%	0	0	0
EL 9	Analyzing teaching and effectiveness	10%	0	26%	0	64%	100%	0	0	0	0
Academic Language	Rubric	1		2		3		4		5	
EL 10	Understanding language development	5%	0	53%	0	37%	50%	5%	50%	0	0
EL 11	Scaffolding students' academic language	5%	0	58%	50%	26%	50%	11%	0	0	0
EL 12	Developing students' academic language and content learning	0%	0	31%	0	53%	100%	16%	0	0	0

Short Term Actions:

- Faculty meetings will be conducted with all faculty who directly influence the teacher candidates will have in-depth training of the Teacher Performance Assessment (TPA) rubric.

- All faculty will be trained and understand the Teacher Performance Assessment instrument so that teacher candidates will receive the most relevant and current information available.
- Each Teacher Education faculty will be able to implement appropriate components into each content specific course the elements/tasks of the TPA.
- A Diversity task force will conduct an in-depth study of diversity.
- The Reading Faculty will evaluate the effectiveness of the Reading courses in the 4-8 program to determine if all reading courses currently offered in this program are necessary or if another course is needed instead.

Long Term Actions:

- All faculty will be trained and understand the Common Core Standards so that teacher candidates will receive the most relevant and current information available.
- Continue to pursue the 5-9 STEM focus middle grades licensure program
- Implement a recruitment campaign of current and future teacher education candidates to increase enrollment.
- The Diversity Task Force will attend conferences and webinar trainings to gather information to share with teacher education candidates. This long term goal will unfold throughout the 2012-2013 school year, with information actively implemented into courses. One particular low area on the Teacher Candidate Evaluation instrument for the 4-8 teacher candidates was planning for diverse learners, see below.

35. Plans for diverse learners	2.44	2.19
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IX. Assessment of Program Operations

The enrollment in the 4-8 programs is extremely low. All surveys and exit data indicate that the program is effective. For example, the 4-8 teacher candidates have a 100% pass rate for the Content Praxis exam.

X. Summary of Proposed Changes

Based on a variety of data instruments, the short and long term goals listed above address the areas of concern for the 4-8 program. The short term changes are those changes that can take place this academic year. Faculty from the College of Education was a tremendous challenge as the state is moving forward with full implementation of the Common Core Standards; we must be ready to meet the needs of our student. Additionally, all faculty from the College of Education will need to take responsibility of the Teacher Performance Assessment. A form of curriculum mapping is necessary to analyze all aspects of the TPA rubric to and to determine how and when in the licensure programs and in which courses can the TPA information can be distributed.

XI. Assessment System: All data must be disaggregated for all licensure areas.