

Institutional Effectiveness Report

Assessment Summary

Department or Division: Dewar College of Education

Degree Program: M.Ed. Spanish (Foreign Language Education)

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Assessment Cycle Fall 2005 – Summer 2008

Mission: *Positively Impacting Learning Through Evidence-Based Practices.*

The College of Education's Conceptual Framework is the underlying structure that gives conceptual guidance to the operation of the College of Education (Unit) and its partners. It provides direction for our educator preparation programs, courses, teaching, university student performance, faculty scholarship, and faculty service. The Conceptual Framework is based on the broader missions of both the University and the College for the purposes of advancing educational progress in our region. A common thread runs through both mission statements: excellence in teaching and learning, scholarship, and service (VSU Conceptual Framework Document, 2005). At its core is the purpose of positively impacting learning through evidence-based practices. All programs within the unit are guided by this purpose. While learners in various programs may differ according to the candidates' roles and program standards may differ according to specialized professional association (SPA) guidelines, the essential outcome of all programs is to positively impact learning through the use of evidence-based practices. The Conceptual Framework Guiding Principles related to dispositions, equity, process, ownership, support, impact, and technology are blended with the standards set forth for teachers and by SPAs to provide the structural basis for the programs. Course syllabi, assessments, and candidates' portfolios reflect the Unit Conceptual Framework through close alignment with the respective standards.

Assessment History

Since the Unit's NCATE/GAPSC visit in Fall 2001, in response to: (a) the university's work in strategic planning grounded in data collection, analysis, and application, (b) the increased P-12 emphasis for candidates working in schools to document that they are "leaving no child behind," (c) the Unit's reaffirmation of the core of its conceptual framework (P-12 student learning) and its re-articulation of its vision, "positively impacting learning (candidate and others) through evidence-based practices," and (d) NCATE's and SACS's increased emphasis on accountability, the Unit has designed, implemented, evaluated, and continued to develop its assessment system and its evaluation infrastructure and procedures. Much revision and work continues to be necessary. The focus has been, and continues to be, on developing the infrastructure and procedures so that they

will be long-lasting; clear emphasis was on quality of processes to enable on-going use and refinement of the system.

In the development of the assessment system, one of the first steps taken was the revitalization of the Unit assessment committee composed of faculty from the Colleges of Education, Arts, Arts and Sciences, and P-12 teacher and administrator partners. This committee was re-established in Fall 2003 and has provided on-going input into the design of the assessment instruments; revision of the assessment instruments; selection of an electronic system to enable the Unit and its programs to manage and assess student, program, and Unit achievements; Unit and program findings and implications through sharing of data; and refinements of the assessment system. The system was designed through this committee; the committee has been extremely active, meeting from two to four times per year since 2003. Minutes of meetings are available in the unit's electronic exhibit center.

The COE Assessment System is evaluated every year at the program and Unit levels. The system is revised as needed, based on data which have been reviewed and feedback from the Unit's constituent groups, to ensure that the system is documenting the extent to which candidates are meeting institutional, national, and state standards. The VSU COE uses its system to gather data from internal and external sources to both validate and inform its program-planning processes for all of its educator preparation programs and for the Unit as a whole.

The Dewar College of Education Executive Committee at Valdosta State University decided to have a group to investigate several electronic systems capable of management of data during the Spring 2004 semester. After the electronic systems were narrowed down to one company, a group of faculty members visited a university that was using the system to find out the positive and negative features of the system. The faculty group that investigated the electronic assessment systems reported their findings to the College of Education Assessment Committee. At the Fall 2004 Assessment Committee meeting, a representative of the company presented the system to the committee members. Members of the committee recommended that the College of Education adopt the College LiveText.edu solution system. Based on the recommendation of this committee, the College of Education (COE) Executive Committee voted to adopt this system.

Expected Student Learning Outcomes:

For advanced teacher preparation programs:

1. Students have an in-depth knowledge of the content that they teach.
2. Students select and use a broad range of instructional strategies and technologies that promote student learning; and they will clearly explain the choices they make in their practice.
3. Students reflect on their practice and are able to identify their strengths and areas of needed improvement.
4. Students analyze student, classroom, and school performance data and make data driven decisions about strategies for teaching and learning so that all students learn.

Assessments

For advanced teacher preparation programs: (sample assessments)

Outcome 1 – Portfolio Assessment – completed by students prior to graduation, evaluated by university faculty members; Advanced Graduate Survey for Program Improvement – survey completed by graduates one year after graduation from an advanced teacher preparation program.

Outcome 2 – Advanced COE Observation Instrument/Self-Assessment – self-assessment of teaching episode completed by advanced teacher candidates

Outcome 3 – COE Advanced Teacher Self-Assessment Instrument – completed by students at entry and exit to an advanced teacher preparation program

Outcome 4 – COE Advanced Impact on P12 Learning Assessment – completed by students during program, evaluated by university faculty members

2006-2007 Advanced Assessment and Analysis

- Assessment Results
- Discussion/Dissemination of Results
- Modifications Made

A.

No candidates were enrolled in the course requiring the Advanced Literature Review for 2006-2007. The new revived-restored M.Ed. program was just approved in Spring of 2007. Thus, data begins after Spring 2007.

Overall areas of strengths:	N/A
Overall areas in need of improvement:	N/A
Action Plan for Improvement	Candidates will complete the assessment (Advanced Literature Review) in RSCH 7100. Program coordinator will communicate with the RSCH faculty to assess the literature review in LiveText.
Date Action Plan Completed:	Fall 2007

B.

Pedagogical Content Assessment - COE Advanced Teacher Candidate Self Assessment

No candidates were enrolled in the course requiring the Advanced Teacher Candidate Self-Assessment for 2006-2007. The new program was just approved in Spring of 2007.

Overall areas of strengths:	N/A
Overall areas in need of improvement:	N/A
Action Plan for Improvement	The Advanced Teacher Self Assessment will be completed this year for candidates entering the program. In the future, a 5999 will be initiated to collect this data.
Date Action Plan Completed:	Fall 2007

C.

Pedagogical Knowledge and Skills Assessment - COE Observation Instrument (Advanced)

No candidates were enrolled in the course requiring the Advanced Teacher Observation Instrument for 2006-2007. The new program was just approved in Spring of 2007.

Overall areas of strengths:	N/A
Overall areas in need of improvement:	N/A
Action Plan for Improvement	The Teacher Candidate Observation Instrument (Advanced) will be included in FLED 7800 using a videotape self-assessment or live observation by supervisor/professor.
Date Action Plan Completed:	Spring 2007

D.

Student Learning Assessment - COE Advanced Impact on P-12 Learning (Teacher) Rubric

No candidates were enrolled in the course requiring the Advanced Impact on P-12 Learning Assessment for 2006-2007. The new program was just approved in Spring of 2007.

Overall areas of strengths:	N/A
Overall areas in need of improvement:	N/A
Action Plan for	The COE Advanced Impact on P-12 Learning will be included in the

Improvement	FLED 7600 course as an action research paper.
Date Action Plan Completed:	Spring 2007

E.

No graduate Survey data was returned.

2007-2008 Advanced Assessment and Analysis

- Assessment Results
- Discussion/Dissemination of Results
- Modifications Made

A.

Report Title: 07-08 COE Advanced Observation Instrument

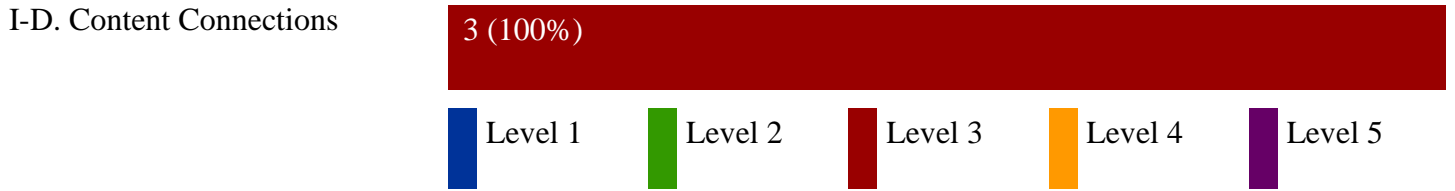
05/01/2007 - 06/01/2008

Rubric: I. CONTENT AND CURRICULUM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Level 5 (5 pts)	Mean	Mode	Stdev
I-A. Subject–Specific Content Concepts	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	3.67	4	0.47
I-B. Pedagogical Content (Instructional Methods)	<u>0</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>0</u>	3.33	3	0.47
I-D. Content Connections	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	3.00	3	0.00

I-A. Subject–Specific Content Concepts

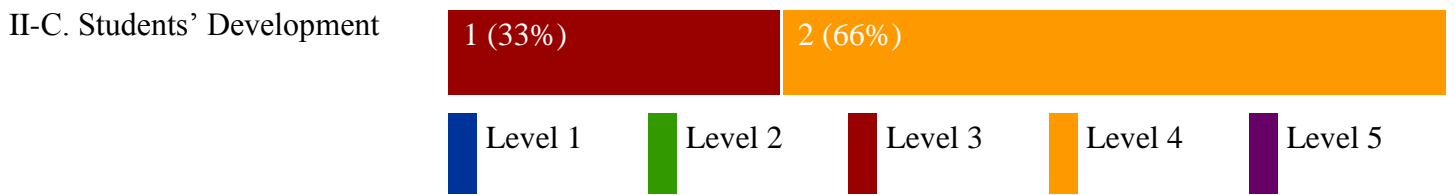




Rubric: II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Level 5 (5 pts)	Mean	Mode	Stdev
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II-C. Students' Development	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	3.67	4	0.47
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Rubric: III. LEARNING ENVIRONMENTS

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Level 5 (5 pts)	Mean	Mode	Stdev
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III-B. Classroom Environment	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	3.67	4	0.47
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III-C. Classroom Management	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	3.67	4	0.47
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III-G. Communication	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
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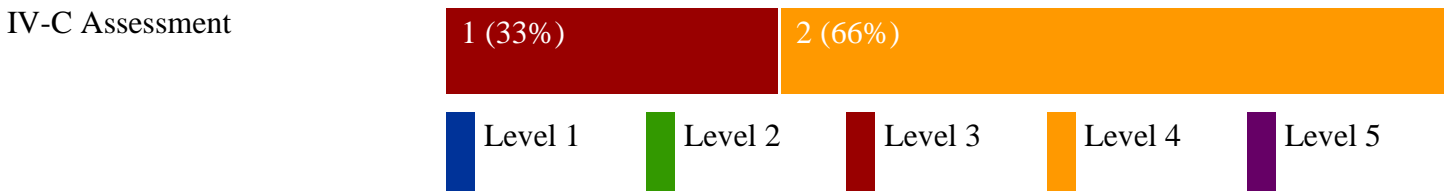


III-G. Communication



Rubric: IV. ASSESSMENT

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Level 5 (5 pts)	Mean	Mode	Stdev
IV-C Assessment	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	3.67	4	0.47



Rubric: V. PLANNING AND INSTRUCTION

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Level 5 (5 pts)	Mean	Mode	Stdev
V-B. Lesson Plan and Instruction	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	3.67	4	0.47
V-C. Instructional Strategies	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	<u>0</u>	3.67	4	0.47
V-D. Monitoring and Adjustments	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	4.00	4	0.00
V-F. Resources and Technology	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	4.00	4	0.00



V-F. Resources and Technology

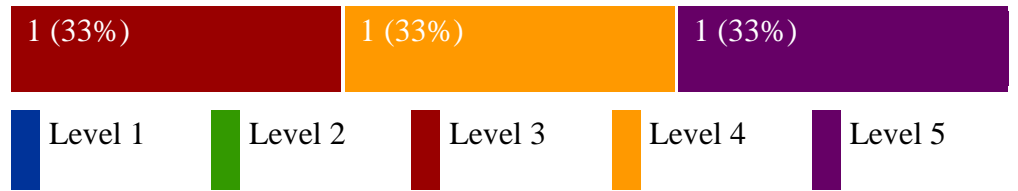
3 (100%)



Rubric: VI. PROFESSIONALISM

	Level 1 (1 pts)	Level 2 (2 pts)	Level 3 (3 pts)	Level 4 (4 pts)	Level 5 (5 pts)	Mean	Mode	Stdev
VI-D. Reflection	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	4.00	3	0.82

VI-D. Reflection



Total assessments completed: 3

The observations by the supervisors/professors showed much reflection and generally excellent teaching. Content connections is one area that needs slight improvement.

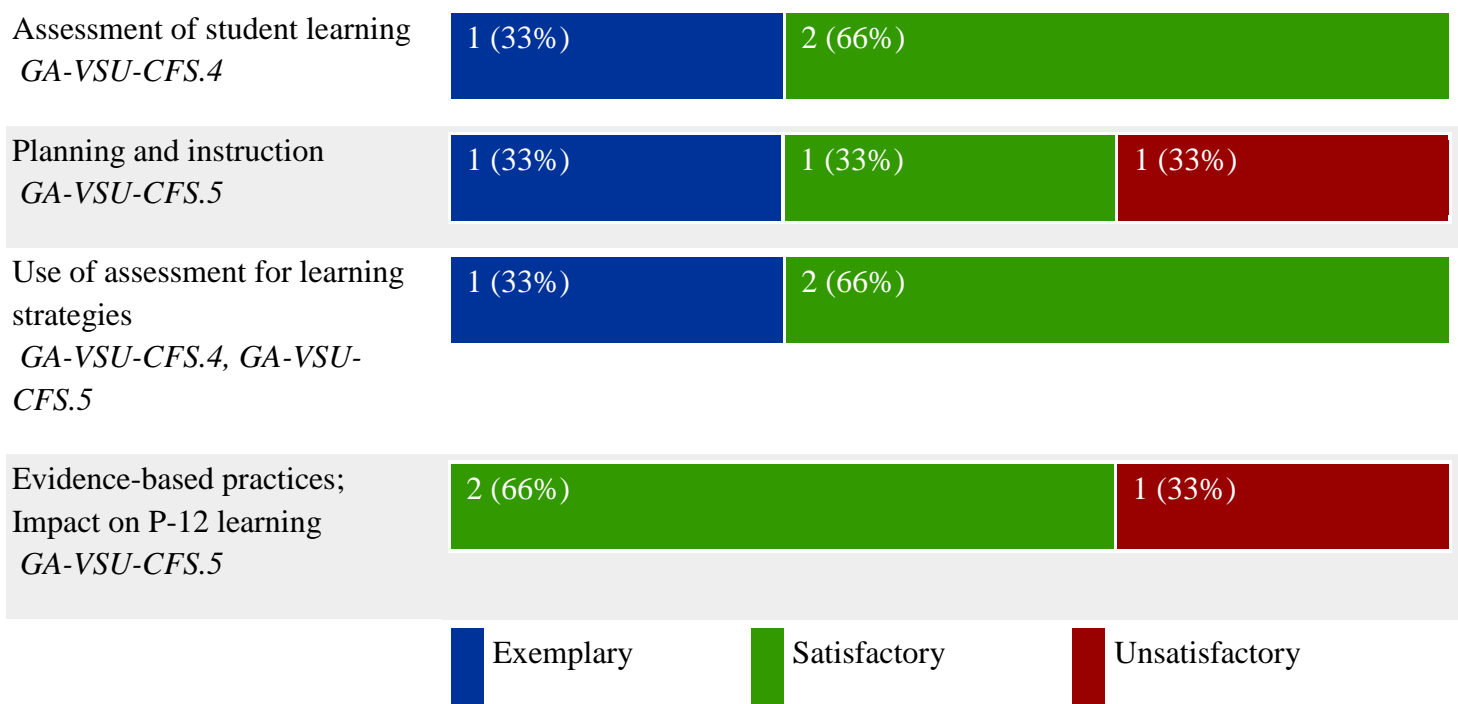
The results will be shared with the College of Education at the Data Improvement Workshop June 2008, with Modern Languages at the second faculty meeting in August 2008, and with the FLED Committee at the first meeting in September 2008.

B. Report Title: 07-08 COE Advanced Impact on P-12

05/01/2007 - 06/01/2008

Rubric: Performance Assessment

	Exemplary (3 pts)	Satisfactory (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Assessment of student learning	<u>1</u>	<u>2</u>	<u>0</u>	2.33	2	0.47
Planning and instruction	<u>1</u>	<u>1</u>	<u>1</u>	2.00	1	0.82
Use of assessment for learning strategies	<u>1</u>	<u>2</u>	<u>0</u>	2.33	2	0.47
Evidence-based practices; Impact on P-12 learning	<u>0</u>	<u>2</u>	<u>1</u>	1.67	2	0.47



Rubric: Overall Performance Assessment

	Exemplary (3 pts)	Satisfactory (2 pts)	Unsatisfactory (1 pts)	Mean	Mode	Stdev
Impact on P-12 Learners	<u>1</u>	<u>2</u>	<u>0</u>	2.33	2	0.47

Impact on P-12 Learners	1 (33%)	2 (66%)	0 (0%)
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Exemplary



Satisfactory



Unsatisfactory

This assignment needs to be clarified. We plan to use a student work sample with pre and post test data. The current assignment was based on one work sample from actual teaching, but this needs to be specified and placed into a course (most likely FLED 7100-7800).

The results will be shared with the College of Education at the Data Improvement Workshop June 2008, with Modern Languages at the second faculty meeting in August 2008, and with the FLED Committee at the first meeting in September 2008.

C.

Assessment Description: This instrument was developed by the Assessment Office of the College of Education based on the recognition that the unit had not established a procedure to follow-up with graduates of advanced teacher preparation programs and graduates of programs in other school personnel areas in which candidates entered the program with current certification (e.g., school counseling Ed.S. program, Educational Leadership Ed.S. advanced program track). This instrument was designed as a parallel form of the instrument used with graduates of initial teacher programs and advanced other school personnel programs (initial certification candidates).

No employer surveys were returned.

Dept. Head/ Director	Date	Dean	Date	VPAA	Date
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Adapted from: University of Alabama SACS site (<http://sacs.ua.edu/degreeInfo2.cfm?college=2&dept=50>)

University of Western Kentucky SACS Accreditation Review Process (<http://www.wku.edu/sacs/assessmentmanual.htm>)

