

<b>Academic Program Name:</b>	Elementary Education (ELEM)
<b>Academic Program Assessment Coordinator:</b>	Judith Neufeld
<b>Submission Date of This Report:</b>	August 22, 2008

<b>Program Goal</b>	<b>Student Learning Outcome</b>	<b>Assessment Instruments and Frequency of Assessment</b>	<b>Expected Outcome</b>	<b>Summary of Data Collected</b>	<b>Review of Results and Actions Taken</b>
1. Graduates in Elementary Education (ELEM) will demonstrate <u>specific</u> knowledge, skills, and dispositions to be effective teachers as outlined by the South Carolina Department of Education system for Assisting, Developing, and Evaluating Professional Teaching ( <u>ADEPT</u> ) and the Department of Teacher Education (DTE) <u>Conceptual</u>	ELEM candidates will reach “at standard” (for consistent performance) on each of the five components of teacher performance (planning, lesson implementation, assessment, learning environment development, and professional responsibilities and teaching dispositions) on the <u>Lesson Observation Conference Form</u>	<u>Lesson Observation Conference Form</u> during <b>EDUC 461</b> Directed Teaching (and at multiple points in early program) is used to score ELEM candidates’ performance as a teacher. Data collected each fall and spring semester.	During EDUC 461, <b>90% of ELEM candidates will attain “at standard”</b> or higher on each of the five components of the <u>Lesson Observation Conference Form</u> required for a grade of “Pass.”	100% of ELEM candidates entering EDUC 461 during fall/spring 2007-2008 (N = 18) attained “at standard” or higher on the LOCF as evidenced by passing EDUC 461, a requirement for graduation in the major.  <u>Percent Passing Lesson Observation Conference Form Report</u> for the last five years.	This is an area of program strength as evidenced by a consistently high pass rate for EDUC 461.  Early-program use of the LOCF with opportunities for re-teaching have been institutionalized across sequential ELEM program courses. The LOCF will be posted through LiveText in order to provide formative assessment information quickly.
	ELEM graduates will evidence the knowledge, skills, and dispositions to	<u>Portfolio Rating Form</u> at <b>program completion</b> is used to score	90% of ELEM graduates will attain “at standard” or higher on a	94% of ELEM candidates (N = 18) attained “at standard” or	A revised Portfolio Rating Form will be implemented in fall 2009.

<p><a href="#">Framework</a></p>	<p>be effective teachers through a portfolio of artifacts and reflection statements scored “at standard” or higher on each of five components of the DTE Conceptual Framework (includes ADEPT standards).</p>	<p>evidence of knowledge, skills, and dispositions (<a href="#">Conceptual Framework</a> and <a href="#">ADEPT</a>) . Data collected each fall and spring semester.</p>	<p>summative portfolio of artifacts scored by the <a href="#">Portfolio Rating Form</a> required for recommendation for certification.</p>	<p>higher by the <a href="#">Portfolio Rating Form</a> and were recommended for certification.</p> <p>One ELEM candidate attempting Portfolio in spring 2007, repeated EDUC 461 in fall 2007 with successful completion of Portfolio.</p>	<p>Revisions improve clarity on points that have received frequent questions. New ADEPT and National Council for Accreditation of Teacher Education (NCATE) content is included.</p>
<p>2. Graduates in Elementary Education (ELEM) will demonstrate both <b>breadth</b> and <b>depth of knowledge and skills in the content areas</b> required for elementary teacher certification by the South Carolina Department of Education</p>	<p>Graduates in ELEM will demonstrate ability to respond to complex problems thoughtfully and <b>in depth.</b></p>	<p>Praxis II Content area test: <a href="#">20012</a> – Elementary Education: Content Area Exercises. Test is available year round and annual report of scores is provided by ETS.</p>	<p>90% of graduates will attain scores required for SC teacher certification in Elementary Education.</p>	<p><a href="#">2006-07 Praxis II report for ELEM graduates:</a></p> <p>100% pass rate for test <a href="#">20012</a></p>	<p>Maintenance of case study writing and reflective writing in the ELEM program -- activities which provide practice in responding to complex problems thoughtfully and in depth.</p>
	<p>Graduates in ELEM will demonstrate ability to respond to complex problems thoughtfully and <b>in depth.</b></p>	<p>Praxis II Content area test: <a href="#">20012</a> – Elementary Education: Content Area Exercises. Test is available year round and annual report of</p>	<p>90% of graduates will attain scores required for SC teacher certification in Elementary Education.</p>	<p><a href="#">2006-07 Praxis II report for ELEM graduates:</a></p> <p>100% pass rate for test <a href="#">20012</a></p>	<p>Maintenance of case study writing and reflective writing in the ELEM program -- activities which provide practice in responding to complex problems</p>

		scores is provided by ETS.			thoughtfully and in depth.
3. Graduates in Elementary Education (ELEM) will be placed in <b>high-quality diverse school settings.</b>	ELEM candidates will have access to <b>high quality diverse</b> field experiences in which to teach diverse learners.	<a href="#">Evaluation of Directed Teaching by the Teacher Candidate</a>  Each fall and spring semester.	90% or more of Teacher Candidates will rate their directed filed placement experiences as “sufficient to prepare me for teaching in the classroom.”	100% of candidates responded positively, affirming that their directed teaching experience was “sufficient.”  Table of data from <a href="#">Evaluation of Directed Teaching by the Teacher Candidate.</a>	Each site is evaluated annually for continued use. As a result, weaker placement sites have been stricken from use.
		Director of Field Placement evaluates potential field placements annually on <a href="#">diversity field placement rating</a> . Each candidate has at least one placement in a <b>diverse</b> field setting over the duration of the program of studies. Included in annual NCATE report for DTE graduates.	90% of ELEM graduates will have at least one field placement in a school with a <a href="#">diversity field placement rating</a> of 2. Diversity rating of 2 indicates at least 50% low SES and/or a minority enrollment of at least 40%.	100% of candidates exercise the ability to teach in at least one field placement school with a diversity rating of 2 or more.  <a href="#">NCATE Standard 4 Report</a> has criteria list that has been used as an evaluative tool based on SES and race/ethnicity.	Two NCATE-defined teacher dispositions, “fairness” and “belief that all children can learn,” will be examined during the DTE Conceptual Framework review in August 2008 for inclusion in program assessment through additional means.
4. Graduates in	ELEM graduates	<a href="#">NCATE/ACEI</a>	National	Discrepancy	Revision of <a href="#">ELEM</a>

<p>Elementary Education (ELEM) will complete a teacher preparation program reflecting current theory and practice in the profession.</p>	<p>will complete a teacher preparation program reflecting current theory and practice in the field of Elementary Education as evidenced by program accreditation by National Council for Accreditation of Teacher Education and Association for Childhood Education International (NCATE/ACEI).</p>	<p><a href="#">program review accreditation web listing</a> and <a href="#">ELEM program worksheets</a>.  Next scheduled review is October 2011.</p>	<p>recognition and accreditation based on professional standards: new ACEI/NCATE rubric in 2004.</p>	<p>between program requirements and NCATE/ACEI standards were identified in this area: - Number and specific content of integrated fine arts courses</p>	<p><a href="#">program worksheets</a> to include new integrated fine arts courses.</p>
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