Changes to Courses and Programs Based on Assessment Data

Initial Programs

**Art P-12**
The evidence from the content knowledge portion of the Student Teacher Evaluation (Assessment 3), the final course grade from AR235 Art History II Renaissance to Modern (Assessment 5), and the performance on the Scholarly Presentation portion of Assessment 6 clearly and uniformly indicate that the candidates possess the strong scholarly foundation and can clearly connect art to the broad experiences of life. However, the performance on Subscore 1 Traditions in Art, Architecture, Design, and the Making of Artifacts of the Praxis Art Content Exam reflects poor content knowledge. Longitudinally, the 2007-2008 and 2008-2009 program completers were borderline acceptable and, as a program, the faculty did not see this level of performance as a concern because a) the other two subscores of the Praxis were acceptable and b) the other assessments for Standard 1 were strong. However, the performance for the 2009-2010 program completers is at such a poor level (44% of the questions answered correctly against a benchmark of 70% as the Acceptable level), that the program is reviewing the content and instruction for courses in the art education curriculum to ensure uniform rigor for candidates. The program is also mentoring adjunct faculty teaching courses in the art education curriculum that candidates' having a strong scholarly foundation is crucially important.

In addition, program faculty are examining all assessments to a) strengthen their validity and precision in light of the standards, b) determine how assessments can better align with all elements of all standards, and c) ensure multiple assessments to provide plentiful evidence for all standards. The Assessment System in place for art education includes seven assessments. From these seven assessments the evidence is rich from measuring Standard 1 (four assessments), Standard 2 (four assessments), Standard 3 (three assessments), Standard 4 (three assessments), Standard 5 (three assessments), and Standard 6 (two assessments). In contrast, Standard 7 has only one assessment. The program acknowledges that while the Standard 7 assessment (Assessment 5 the final course grade for AR334 Secondary Art Education) is robust, an additional program assessment would enable the faculty clearer discernment that candidates are meeting Standard 7. Because the program can have up to eight assessments, one more assessment can be added.

**Business Education 6-12**
Starting in the fall of 2008, all students in BE473 (methods) were provided with high school accounting books and “packets” because the scores on the Praxis accounting subtest were lower than desired. After this procedure was implemented in the fall of 2008 for accounting, scores did rise on Assessment 5 (unit content test) (from 8 to 10 correct) and on Assessment 1b (Praxis business education content test, accounting subtest). Starting in fall 2009, all students in BE473 are provided with high school economics, business law, and personal finance books. Prior to the students studying “how to teach” these content areas, review of the content takes place. This change was implemented in the fall 2009 semester; only four of the nine 2009-2010 completers were in the course. It is hoped that major increases in these areas will be seen in Assessments 1b and 5 when the 2010-2011 completer data is aggregated.
Oral feedback from cooperating teachers for business education student teachers is positive as far as the content knowledge of the students. Business education content is constantly changing, and as changes in funding mandates and curriculum occur, changes in the methods courses are implemented to ensure that completers have knowledge to successfully enter the classroom.

Chemistry 6-12
One action that is proposed to elevate students' performances and improve the chemistry teacher education program is to double efforts to have chemistry candidates serve as student assistants (paid or unpaid) and be active in student organizations such as the Emporia State University National Science Teachers Association Student Chapter and the student organization affiliated with the American Chemical Society. Serving as a chemistry student assistant represents a stage in the transition from student to student teacher to chemistry teacher and professional educator. It is thought that the various responsibilities of being a student assistant have the potential to improve chemistry candidates' content knowledge (e.g., deeper thinking required when considering students' questions) and instructional skills (e.g., responding to individual student questions). Being a member of a student organization with the opportunity to attend professional conferences has the potential to cause students to begin the transition from student to teacher, and eventually professional educator. The departmental goal is to have 80% of the candidates serve as student assistants (again, either as paid or unpaid). The predicted result for candidates participating in this program is demonstrable improvement in their content knowledge and professionalism.

A second action is to increase communication of assessment results among faculty and among students. Previously, faculty completed an assessment of chemistry candidates' levels of achievement of various standards on an individual basis and submitted the data to one faculty member. A transition has been made to where time is taken at a departmental meeting and the data are shared among faculty members. The departmental meetings take place after a semester ends. This leads to greater discussion of chemistry candidates' strengths and weaknesses. Such discussions have the potential to lead to earlier remediation of problem areas. In addition to greater communication of assessment results among faculty, greater communication of assessment results will be undertaken with chemistry candidates. PS430 Nature of Science provides feedback to students on some, but not all, chemistry standards. It is important that faculty not inflate their evaluation of students' capabilities. It is suggested here, that as assessment data are compiled such data be shared with chemistry candidates during meetings with their advisors. Grouped data would allow students to see where they rank compared to others and individual data would allow chemistry candidates to track their own progress. To document this activity and its impact, the Physical Sciences Education Coordinator will keep records of formal meetings and solicit information to assess the impact of such activities. With greater candidate and faculty awareness of standards and the role of assessments in providing evidence of their achievement, the data collection process should operate more efficiently. In addition, more focused candidate performance should lead to improved candidate performance on content assessments. Another predicted change is faculty focusing on strategies to improve student performance in assessed areas, e.g., modification of curriculum, instruction, or assessment strategies. Critical courses most likely to be affected are the first-year courses, i.e., Chemistry I and Lab and Chemistry II and Lab.
For whatever reason, there seems to be a comfort level with the assessments developed locally, but a greater concern for one of the the national assessments. Perhaps this concern is fueled because of the issue of "control." National assessments are beyond the control of faculty at ESU. Praxis II PLT results are not a concern. Praxis II Chemistry Content Test results are a concern. While all chemistry program completers achieve passing scores, they do not all achieve their passing scores on their first attempts. Actions are being considered, and some have been taken to improve the "efficiency" of chemistry test takers, i.e., improve the percentage of chemistry test takers who pass on the first attempt, and improve the total scores of chemistry test takers.

Actions proposed or undertaken include:

a. Through advising, increase awareness of the need to focus on chemistry content test preparation as starting at enrollment and not as "last minute" preparation.

b. Through advising, identify a "best" time to take the chemistry content test. Sometimes financial considerations dictate when candidates take their tests. Others have a significant time lapse between completion of certain chemistry courses and taking the test or they attempt the test (and others) during student teaching. Individual circumstances should be considered to identify a best time for test completion.

c. Improve test preparation by increasing awareness of chemistry test topics and testing conditions by directing both students and faculty to online and paper sources of information provided by Educational Testing Services (ETS).

d. Analyze course content for areas where candidates score low and review those components of the course.

**Earth and Space Science 6-12**

One action that is proposed to elevate students' performances and improve the earth and space science teacher education program is to double efforts to have earth and space science candidates serve as student assistants (paid or unpaid) and be active in student organizations such as the Emporia State University National Science Teachers Association Student Chapter and the Earth Science Club. Serving as an earth science student assistant represents a stage in the transition from student to student teacher to earth science teacher and professional educator. It is thought that the various responsibilities of being a student assistant have the potential to improve earth and space science candidates' content knowledge (e.g., deeper thinking required when considering students' questions) and instructional skills (e.g., responding to individual student questions). Being a member of a student organization with the opportunity to attend professional conferences has the potential to cause candidates to begin the transition from student to teacher, and eventually, professional educator. The departmental goal is to have 80% of the candidates serve as student assistants (again, either paid or unpaid). The predicted result for candidates participating in this program is demonstrable improvement in their content knowledge and professionalism.

A second action is to increase communication of assessment results among faculty and among students. Previously, faculty completed an assessment of earth and space science candidates' levels of achievement of various standards on an individual basis and submitted the data to one faculty member. A transition has been made to where time is taken at a departmental meeting and the data are shared among faculty members. The departmental meetings take place after a semester ends. This leads to greater discussion of earth and space science candidates' strengths and weaknesses. Such discussions have the potential to lead to earlier remediation of problem
areas. In addition to greater communication of assessment results among faculty, greater communication of assessment results will be undertaken with earth and space science candidates. In PS430 Nature of Science, earth and space science candidates receive feedback on some, but not all, earth and space science standards. It is important that faculty not inflate their evaluation of students’ capabilities. It is suggested here, that as assessment data are compiled, such data be shared with earth and space science candidates during meetings with their advisors. Grouped data would allow students to see where they rank compared to others and individual data would allow earth and space science candidates to track their own progress. To document this activity and its impact, the Physical Sciences Education Coordinator will keep records of formal meetings and solicit information to assess the impact of such activities. With greater candidate and faculty awareness of standards and the role of assessments in providing evidence of their achievement, the data collection process should operate more efficiently. In addition, more focused candidate performance should lead to improved candidate performance on content assessments. Another predicted change is faculty focusing on strategies to improve student performance in assessed areas, e.g., modification of curriculum, instruction, or assessment strategies. Critical courses most likely to be affected are the first year courses such as Introduction to Earth Science and Lab.

For whatever reason, there seems to be a comfort level with the assessments developed locally, but a greater concern for one of the the national assessments. Perhaps this concern is fueled because of the issue of “control.” National assessments are beyond the control of faculty at ESU. Praxis II PLT results are not a concern. Praxis II Earth and Space Science Content Test results are somewhat of a concern. While all earth and space science program completers achieve passing scores, and most earn a passing score on the first attempt, a relatively small percentage do not achieve passing scores on their first attempts. Actions are being considered, and some have been taken to improve the "efficiency" of earth and space science test takers, i.e., improve the percentage of earth and space science test takers who pass on the first attempt, and improve the total scores of earth and space science test takers. Actions proposed or undertaken include:

a. Through advising, increase awareness of the need to focus on earth and space science content test preparation as starting at enrollment and not as "last minute" preparation.

b. Through advising, identify a "best" time to take the earth and space science content test. Sometimes financial considerations dictate when candidates take their tests. Others have a significant time lapse between completion of certain earth and space science courses and taking the test, or they attempt the test (and others) during student teaching. Individual circumstances should be considered to identify a best time for test completion.

c. Improve test preparation by increasing awareness of earth and space science test topics and testing conditions by directing both students and faculty to online and paper sources of information provided by Educational Testing Services (ETS).

d. Analyze courses content for areas where candidates score low and review those components of the course.

*English Language Arts 6-12*

The English Language Arts 6-12 program noted that the weakest performance on the Praxis II came on the second subsection of the assessment. Although the mean score for all candidates was acceptable and above the target goal of 70% of points earned, a lower percentage of students scored at target than on the other relevant elements of the assessment. As a result, the
The Department held discussions about the possibility of increasing the frequency of offerings for the English course that most directly deals with the content of the history of the English language. As a result of these discussions, the program began offering EG 575 (History of the English Language) during both the fall and spring semesters of the 2010-2011 academic year so that the candidates will have greater opportunity to take this class and have more options to take it later in their program and, as a result, closer to the time when they will take the Praxis II assessment. The program will continue to gather and analyze data from the Praxis II content exam in order to monitor candidate performance with respect to this issue.

The relevant standard here is Standard 2: The teacher of English language arts demonstrates knowledge of the history, structure, and development of the English language and how people use language to influence the thinking and actions of others.

*English Middle Level 5-8*

As in previous years, the assessment data gathered for this report with respect to Standard 2 has become a part of a conversation in the English Department regarding the curriculum as it relates specifically to the requirements for American, British, and world literature courses. Starting in the fall of 2008, the English Department initiated a reevaluation of its curriculum for both the B.A. and the B.S.E. program, and the need to revisit the question regarding literature survey courses is evident. This is an ongoing conversation, especially given the fact that the candidates are not currently required to take survey courses in these three areas. The Department of English, Modern Languages, and Journalism continued the curricular review process in the fall of 2010, and the first proposal considered was the possibility of requiring some/all of the literature survey courses. The department has established a standing committee whose work will continue in the fall of 2010, and the committee will immediately take up the possibility of requiring some or all of the literature survey courses. The work of this committee continued to be informed by conversations held with B.S.E. students about their performances on the Praxis II exams, with specific attention given to the sub-section of the assessment that deals with literary texts. The input from the students indicate that their performance (specifically) and the program (in general) could potentially be enhanced if students took more survey coursework in American and British literatures. For the middle-level candidates, this issue might also be addressed through avenues other than required courses, since the middle-school program does not require courses in American, British, or world literatures specifically. One such means of addressing this issue would be more intentional advising that would focus on using the English electives in the program to take survey courses rather than special topics classes as is currently allowed, and this approach has been discussed in departmental meetings. However, the program requirements for the MLE candidates will certainly be a topic of discussion, as the program does have some English electives that could be changed into literary survey requirements. The program will continue to gather and analyze data from the Praxis II content exam to monitor candidate progress with respect to this issue.

The relevant standard here is Standard 2: The teacher of English language arts demonstrates knowledge of a variety of print and non-print texts and of how learners create and discover meaning in a text.
A review of all prerequisites for the health education program were reviewed to make sure that information in the health education program was sequential and builds on prior knowledge and information. HL150 was modified to refocus the content on critical thinking in health decisions. An undergraduate student contract was initiated that would provide students with information about the health education degree and requirements. Advisors are required to cover these contracts and have the students sign these contracts during their advising sessions.

An external reviewer was brought to campus to examine the health education and physical education programs (undergraduate only). The reviewer examined the assessment tools and data and concluded that the assessments were strongly aligned with the Standards. All HPER advisors were evaluated during the 2007-2008 school year. The students were extremely satisfied with the advising process and no changes will be made to process in the upcoming year.

Electronic portfolios added a comprehensive exam to demonstrate content knowledge of all health education program completers. This change was made based on the candidate scores on the Praxis II test. HL 150 content was review and altered based on focus groups of students and faculty. The class was changed to emphasize more critical thinking and process skills.

The HL 559 mini work sample is altered to align itself with the Teacher Work Sample. The Praxis exam will be required earlier in the students' program (students will need to take the Praxis exam during HL 559). The new conceptual framework of the Teachers College will require a complete review of all assessments in physical education. This review will occur in 2010-2011.

**History and Government 6-12 and History Comprehensive 5-8**
Candidate reflection scores on the Teacher Work Sample were not considered high enough so student teachers send weekly updates to the program coordinator for her evaluation to improve the TWS scores.

**Instrumental Music P-12**
Assessment 7 data portfolio item 8 for Standard 4 (The teacher of instrumental music has skills in reading and writing music) reports candidates achieved 88.23 percent of possible score. Beginning Spring 2011, MU 494 Instrumental Methods will include a teaching/conducting activity with high school students and a teaching/conducting activity with middle school students.

**Mathematics 6-12 and Mathematics 5-8**
Data from student teacher visits have shown that some candidates still have difficulty writing good daily lesson plans. For this reason, the methods instructor for MA 470 is placing greater emphasis and increased time class time on lesson plan development in the methods course. A variety of formats are being used, and based on most recent assessment, candidates are writing better plans in preparation for student teaching.

After reviewing the Praxis content exams a new option was made available to candidates to take a capstone seminar course, MA 410 Mathematical Connections. This course allows the candidates to review the mathematics they have taken over the four years, make presentations to
the MA 125 Introduction to Mathematics course and evaluate how the courses they have completed will impact their teaching. Some of the candidates work on an individual plan to remediate in an area that they may have shown a weakness through one of the assessments. Although the course is not required, many candidates are advised to take it as a final preparation to be successful in the classroom. It was decided not to make it required because the data does not show it is needed for all candidates.

Modern Languages
Assessment changes have been made based on candidate performance on the Praxis Content II and Praxis PL tests. The Wisconsin Test for the Praxis Practice Test (2010) has been restructured according to the last Praxis Content II Test. Regarding the PLT Test, candidates are now exposed to more pedagogical cases in the Methods and Foreign Language Acquisition courses since the PLT has several sections on cases.

The program is very careful with future students’ English knowledge so that they can be successful in the Methods and Foreign Language Acquisition courses, which are taught in English due to the fact that not all candidates have to know Spanish. It is understood that they can teach three different languages (French, German, and Spanish). Some Spanish native speakers have problems with English reading comprehension because the text is written in English and in pedagogical terms. On the other hand, some English speakers that do not go abroad struggle with Spanish content when presenting micro-teaching activities. Accordingly, the faculty are assessing foreign language AND, for non-native speakers, English language proficiency at the beginning and at the end of the Methods course. Finally, BSE students should spend one semester abroad to improve their language skills but the program has waited to make this a requirement because of the economy.

Physical Education P-12
A review of all prerequisites for the physical education program were reviewed to make sure that information in the physical education program was sequential and builds on prior knowledge and information. An undergraduate student contract was initiated that would provide students with information about the physical education degree and requirements. Advisors are required to cover these contracts and have the students sign these contracts during their advising sessions.

An external reviewer was brought to campus to examine the health education and physical education programs (undergraduate only). The reviewer examined the assessment tools and data and concluded that the assessments were strongly aligned with the Standards. All HPER advisors were evaluated during the 2007-2008 school year. The students were extremely satisfied with the advising process and no changes will be made to process in the upcoming year.

Electronic portfolios added a comprehensive exam to demonstrate content knowledge of all physical education program completers. This change was made based on the candidate scores on the Praxis II test. HL 150 content was reviewed and altered based on focus groups of students and faculty. The class was changed to emphasize more critical thinking and process skills.

The PE 570 mini work sample is being altered to align itself with the teachers college work sample. The Praxis exam will be required earlier in the students' program (students will need to
take the Praxis exam during PE 570). The new conceptual framework of the Teachers College will require a complete review of all assessments in physical education. This review will occur in 2010-2011.

*Physics 6-12*

One action that is proposed to elevate students' performances and improve the physics teacher education program is to double efforts to have physics candidates serve as student assistants (paid or unpaid) and be active in student organizations such as the Emporia State University National Science Teachers Association Student Chapter and the Society of Physics Students (SPS). Serving as a physics student assistant represents a stage in the transition from student to student teacher to physics teacher and professional educator. It is thought that the various responsibilities of being a student assistant have the potential to improve physics candidates' content knowledge (e.g., deeper thinking required when considering students' questions) and instructional skills (e.g., responding to individual student questions). Being a member of a student organization with the opportunity to attend professional conferences has the potential to cause students to begin the transition from student to teacher, and eventually, professional educator.

A second action is to increase communication of assessment results among faculty and among students. Previously, faculty completed an assessment of physics candidates' levels of achievement of various standards on an individual basis and submitted the data to one faculty member. A transition has been made to where time is taken at a departmental meeting and the data are shared among faculty members. The departmental meetings take place after a semester ends. This leads to greater discussion of physics candidates' strengths and weaknesses. Such discussions have the potential to lead to earlier remediation of problem areas. In addition to greater communication of assessment results among faculty, greater communication of assessment results will be undertaken with physics candidates. In PS430 Nature of Science, physics candidates receive feedback on some, but not all, physics standards. It is important that faculty not inflate their evaluation of students' capabilities. It is suggested here, that as assessment data are compiled, such data be shared with physics candidates during meetings with their advisors. Grouped data would allow students to see where they rank compared to others and individual data would allow physics candidates to track their own progress.

For whatever reason, there seems to be a comfort level with the assessments developed locally, but a greater concern for one of the the national assessments. Perhaps this concern is fueled because of the issue of "control." National assessments are beyond the control of faculty at ESU. Praxis II PLT results are not a concern. Praxis II Physics Content Test results are a concern. Physical sciences candidates view passage of the Praxis II Physics content test as the greatest impediment to earning state licensure in physics. While all physics program completers achieve passing scores, they do not all achieve their passing scores on their first attempts. There are some physical sciences candidates who attempt the Praxis II Physics content test and, upon not earning passing scores, shift their attention to other licensure areas. Actions are being considered, and some have been taken to improve the "efficiency" of physics test takers, i.e., improve the percentage of physics test takers who pass on the first attempt, and improve the total scores of physics test takers. Actions proposed or undertaken include:
a. Through advising, increase awareness of the need to focus on physics content test preparation as starting at enrollment and not as "last minute" preparation.
b. Through advising, identify a "best" time to take the physics content test. Sometimes financial considerations dictate when candidates take their tests. Others have a significant time lapse between completion of certain physics courses and taking the test or they attempt the test (and others) during student teaching. Individual circumstances should be considered to identify a best time for test completion.
c. Improve test preparation by increasing awareness of physics test topics and testing conditions by directing both students and faculty to online and paper sources of information provided by Educational Testing Services (ETS).

**Psychology 6-12**

Standard 3 is “The teacher of psychology applies the major theoretical approached in psychology to reality-based personal, social, motivational, emotional, educational, and organizational issues.” The program assesses candidate’s ability to apply psychological content in three ways: Assessment 3 (Student Teacher Evaluation), Assessment 4 (Teacher Work Sample Factors 1-4), and Assessment 6 (PY506 Methods for Teaching Psychology Lesson Plans). These assessments emphasize application to educational issues more than the other five areas. Much of teaching and learning is psychology and the assessments provide good opportunities to evaluate whether candidates are using psychological principles to inform their lesson preparation. The evidence clearly indicates that candidates are adept in this area.

The evidence also clearly indicates that our candidates are not strong applying psychology to the five other areas, especially Motivational and Organizational Issues. In working with the faculty last spring about these assessment data, most faculty indicate that they do include application of content knowledge in their courses, but that they would only typically include application only for content knowledge presented in their course. Since courses on Theories of Motivation and Industrial/Organizational Psychology are not part of the BSE Psychology program, students will not have the content knowledge or the practice for application of this knowledge to reality-based scenarios.

The program has implemented the following change to the BSE Psychology program: presenting a lesson on application of psychological content knowledge in the PY506 Methods for Teaching Psychology with copious examples and an assignment where candidates have to generate examples of applications in the six areas included in Standard 3.

**Science 5-8**

One action that is proposed to elevate students' performances and improve the science grades 5-8/MLS teacher education program is to double efforts to have earth and space science candidates serve as student assistants (paid or unpaid) and be active in student organizations such as the Emporia State University National Science Teachers Association Student Chapter, Biology Club, American Chemical Society student affiliate, Society of Physics Students, and the Earth Science Club. Serving as a student assistant represents a stage in the transition from student to student teacher to science grades 5-8/MLS teacher and professional educator. It is thought that the various responsibilities of being a student assistant have the potential to improve candidates' content knowledge (e. g., deeper thinking required when considering students' questions) and
instructional skills (e.g., responding to individual student questions). Being a member of a student organization with the opportunity to attend professional conferences has the potential to cause candidates to begin the transition from student to teacher, and eventually, professional educator. The departmental goal is to have 80% of the candidates serve as student assistants (again, as paid or unpaid). The predicted result for candidates participating in this program is demonstrable improvement in their content knowledge and professionalism.

A second action is to increase communication of assessment results among faculty and among students. Faculty assessments of students' achievement or lack of achievement related to standards is not always shared with other relevant faculty, nor is it always shared with science grades 5-8/MLS candidates. A transition is being made to increase the level of communication in formal settings. Greater discussion of candidates' strengths and weaknesses can benefit individuals and lead to program improvement. Such discussions have the potential to lead to earlier remediation of problem areas, if any exist. In addition to greater communication of assessment results among faculty, greater communication of assessment results will be undertaken with science grades 5-8/MLS candidates. It is important that faculty not inflate their evaluation of students' capabilities. It is proposed here, that as assessment data are compiled, such data be shared with candidates during meetings with their advisors. Grouped data would allow students to see where they rank compared to others and individual data would allow science grades 5-8/MLS candidates to track their own progress. To document this activity and its impact, the Physical Sciences Education Coordinator will keep records of formal meetings and solicit information to assess the impact of such activities. With greater candidate and faculty awareness of standards and the role of assessments in providing evidence of their achievement, the data collection process should operate more efficiently. In addition, more focused candidate performance should lead to improved candidate performance on content assessments. Another predicted change is faculty focusing on strategies to improve student performance in assessed areas, e.g., modification of curriculum, instruction, or assessment strategies. Critical course most likely to be affected are first-year courses in earth science, chemistry, and physics.

For whatever reason, there seems to be a comfort level with the assessments developed locally, but a greater concern for one of the the national assessments. Perhaps this concern is fueled because of the issue of "control." National assessments are beyond the control of faculty at ESU. Praxis II PLT results are not a concern. Praxis II Middle School Science Content Test results are generally not a concern with regard to science grades 5-8/MLS candidates achieve passing scores at an acceptable rate. However, scores can be improved. Actions are being considered to ensure earning a passing score on the first attempt (this is not an identified problem), and to improve the total scores of science grades 5-8/MLS test takers. Actions proposed or undertaken include:

a. Through advising, increase awareness of the need to focus on science grades 5-8/MLS content test preparation as starting at enrollment and not as "last minute" preparation.

b. Through advising, identify a "best" time to take the Middle School Science content test. Sometimes financial considerations dictate when candidates take their tests. Others have a significant time lapse between completion of certain science courses and taking the test, or they attempt the test (and others) during student teaching. Individual circumstances should be considered to identify a best time for test completion.
c. Improve test preparation by increasing awareness of science grades 5-8/middle level science test topics and testing conditions by directing both students and faculty to online and paper sources of information provided by Educational Testing Services (ETS).

d. Analyze course content for areas where candidates score low and review those components of the course.

Vocal Music
Assessment 8 data for Standard 3 (The teacher of vocal music has skills in composing and arranging music) reports candidates achieved 80.08% percent of possible score. In an effort to support candidate improvement MU 480 Choral Methods added the requirement of the completion of a choral arrangement for Middle School or High School age students. This was added in Fall 2007 as portfolio item 12.

Assessment 7 data for Standard 1 (The teacher of vocal music has skills in teaching and evaluation techniques for vocal music) reports candidates achieved 88.12 percent of possible score. MU 482 - Choral Conducting - was reorganized to include two teaching/conducting activities with high school students (added Fall 2007) and one teaching/conducting activity with middle school students (to be added Fall 2011).

Advanced Programs

Adaptive Special Education
Program area faculty have made three substantive changes to the program based on candidate performance on Assessments #1-8 and Focus Group Assessment results.

First, we created, piloted, and adopted an assessment course, i.e., SD 820 Assessment in Schools. Our early assessment data indicates that this course does improve our candidates’ abilities to analyze assessment data, write measurable Individual Education Plan goals derived from this data, make data-based educational decisions, and create or modify lessons based on this data.

Second, we revised our program assessment system to better align it with the KSDE Adaptive Special Education Professional Standards. As we completed this process, agreed to the following, previous assessment to standard(s) alignments:

- Assessment 1 - Praxis II Education of Exceptional Students: Core Content Knowledge (0353) and Education of Exceptional Students: Mild to Moderate Disabilities (0542) align with KSDE Standards 1-6
- Assessment 2 – Instructional Planning Project aligns with KSDE Standard 4
- Assessment 3 – Practicum I Portfolio aligns with KSDE Standard 2
- Assessment 4 – Videotaped Lesson Assignment aligns with KSDE Standard 5
- Assessment 6 – Practicum II Portfolio aligns with KSDE Standard 7
- Assessment 7 – Functional Behavior Assessment/Behavior Intervention Plan Project aligns with KSDE Standard 6
- Assessment 8 – History and Foundations Project aligns with KSDE Standard 1

We did NOT agree with the following assessment to standard(s) alignments:
• Assessment 5 – Comprehensive Examination aligns with KSDE Standard 8
• Assessment 7 – Functional Behavior Assessment/Behavior Intervention Plan Project aligns with KSDE Standard 3

To resolve the assessment to KSDE rubric alignment problems, program faculty agreed to the following:
• Assessment 6 – Practicum II Portfolio modification to align with KSDE Standards 7 AND 8
• Assessment 7 – Functional Behavior Assessment /Behavior Intervention Plan Project modified to align with KSDE Standard 6 only
• Replace Assessment 5 – Comprehensive Examination with a NEW Assessment 5 – Individual Case Study Analyses which will be aligned with KSDE Standard 3 (Candidates will complete the new Assessment 5 when taking the new assessment course, SD 820 Assessment in Schools.)

Third, program faculty revised the scoring rubrics for Assessments #2-8 to show a stronger alignment with KSDE Adaptive Special Education Professional Standards. Each rubric now contains the majority of standard elements for the standard(s) the assessments evaluate. The program piloted these revised rubrics during Summer Term 2010 and Fall Semester 2010. These revised rubrics provide much more in-depth information regarding completer performance on the assessment. This detailed information has begun to help program faculty guide completers from “acceptable” to “target” performance levels on each assessment.

Advanced Business Education
The content of two courses in the program has been updated to better prepare candidates with the skills needed to teach their students the latest technologies. The latest version of Windows operating system has been added to the content of BE 721 Windows for Teachers and multimedia presentations have been added to the content of BE 710 Designing Computer Presentations. Although the results from Transition 5 - Induction to the Field Follow-up Survey of Students indicate that 90% of candidates indicated the program content was good or excellent and provided them with the knowledge and skills needed for continued professional development, the content of those two courses were upgraded to maintain at least that level of satisfaction with the program content.

Advanced Music
Review of assessment data resulted in the following curricular changes:

• Assessment 2 data supporting Standard 1 (Candidate will demonstrate ability to effectively plan instructional curriculum) reports that candidates achieved a mean score of 70.63 as compared to a possible score of 80. In an effort to further support candidate ability to plan curriculum, a review of three model district music curriculums have been added to curriculum foundations unit in MU 848 – Learning Theories in Music (fall 2009). I should be noted that candidate range of scores improved that semester.
• Assessment 4 data supporting Standard 2 (Candidate will demonstrate ability to effectively apply knowledge and skills in music classroom instruction) reports that candidates achieved a mean score of 17.78 as compared to the possible score of 20 points. In an effort to encourage additional candidate evaluation and reflection of student learning, each candidate will be required to video tape and evaluate 3 instructional periods of the capstone work with students.
Each video will be evaluated for demonstrations of student learning and meeting capstone outcomes by the candidate. The candidate will also reflect on these demonstrations by determining any needed changes in subsequent instructions. This will be implemented in fall 2011.

**Advanced Physical Education**

Use of assessment results to improve performance: All data is reviewed by the HPER Graduate Committee on an annual basis. Additionally, Focus Group data has been collected every three years to assist with program assessment.

The following are changes that have occurred as a result of data review:

- Assessment rubrics were revised and realigned with the program outcomes
- Elective offerings were changed and increased
- Changes were made to the Final Masters Project
- Prerequisites to be admitted to the graduate program were changed
- The HPER Graduate Handbook was updated
- Curriculum changes occurred in the past with others currently under review by the HPER Graduate Committee
- Review of applications changed to a rolling format
- Changed when the degree plan is sent to the graduate students (now offered at the very first time they enroll instead of the last semester)
- Have initiated new methods of communication (Facebook, postcards, holiday presents, and initial enrollment packets)

In terms of entry to the program, GPA is now a 2.5 overall, with a 2.75 in the last 60 hours. Also, the department has lowered the required number of letters to two. These changes were made to be more consistent with the graduate office requirements.

**Adaptive Special Education**

One of the larger changes we made to our program is creating, piloting, and adopting the new assessment course. This is in response to data we received from the field related to our candidates’ inability to analyze assessment data, write measurable goals derived from this data, make data-based educational decisions, and create or modify lessons based on this data.

**Alternate Route/Restricted License**

Based on the assessment data for the Teacher Work Sample (TWS), the program added a session on TWS to the fall seminar. Interns scored lower than expected in Factor 6, Analysis of Assessment Procedures, so attention was given to that factor at two seminar trainings and in the internship course. An area for improvement based on mentor and supervisor evaluations was use of classroom technology, and a technology session was added to the intern seminars. Students struggled with the course plan in ED 886 Designing Instructional Programs, so the course was redesigned eliminating some outcomes and allowing more time for the major outcomes needed for creating a course plan.

**Building Leadership**

Utilizing the data collected and analyzed, plus the state praxis results to date, focus review summaries, and program exit surveys; the following changes have been made to the Building
Level Leadership program. Note: Focus review groups are held every two years and exit survey data is collected and reviewed at the same time. Monthly faculty meetings are also used to review and discuss program data and requirements.

1) EA773 and ER752 were revised and course changes made to address student concerns expressed during the EA building level focus review and exit survey during the 2007-2008 academic year.

2) Revisions in Practicum were made to include specific elements related to special education and diversity. These changes were made to better prepare candidates to successfully complete scenarios presented on the Praxis exam. Feedback from candidates indicated a need for this change.

3) Comprehensive Exam was implemented for non-degree candidates as well as master level candidates. This assessment was added to assess whether candidates completing the building level program leave with the skills necessary to work with student and staff in the current century.

4) Courses were reviewed to ensure that state standards and Praxis content are addressed and assessed within specific content areas. Feedback during Focus reviews, dialogue with students during the practicum experience, and exit surveys keeps the emphasis on current skills necessary for success in the field.

5) Revised the Comprehensive Exam

6) Realigned and revised Practicum activities

7) Revised EA896 and EA897 to specifically address non-English speaking programs within the area of diversity. Feedback from candidates who took the revised Praxis exam expressed a need for more exposure in this area to better equip future candidates in the completion of scenarios presented in the exam.

**Curriculum and Instruction**

An analysis of the Comprehensive Exam was used to create and implement a new summative assessment (Analysis and Achievement of Learning Outcomes) which is designed to further measure candidate’s achievement of program learning outcomes more specifically. It is the faculty’s interpretation of preliminary data that candidate performance on this assessment has strengthened candidate accountability. In particular, this assessment added emphasis on aspects of technology, research data, and education of diverse populations within the framework of curriculum development (theory and practice). This supports the theoretical framework of the college, emphasizing critical thinking, creative planning, and effective practices (emphasizing technology, diversity, assessment, professionalism, collaboration, and reflection).

**District Leadership**

Courses were reviewed to ensure that state standards and Praxis content are addressed and assessed within specific content areas. Assessments #1, #2, #4, and #5 were used to shape curriculum content within the program. In addition, biannual focus review assessment feedback, exit survey data, and comments from those completing the state assessment were used in and during each review. Note: This is an ongoing review process and done during monthly meetings or special program review work sessions. Department faculty minutes show that various revisions have been made to assessment rubrics, comprehensive exam instrument, course content, and data collection from 2005-2010. During 2009-2010, major revisions were made to clarify and define scoring utilized within each rubric.
English as a Second Language
The major findings from the evidence suggest that 100% of program completers during the three most recent academic years (2007-2008; 2008-2009; 2009-2010) met all TESOL program standards.

Since most program completers met standards with a 70% performance, the following strategies will continue to be used to raise the performance level to 75%:
• Continue to align assessment techniques with additional standards for more triangulation to make the program assessment system stronger. This strategy will provide more evidence to corroborate program assessment findings.
• Continue to provide candidates with more resources and assistance to improve their performance.
• Continue to encourage faculty to collaborate among each other and share feedback on program improvement.
• Continue to provide candidates with immediate and specific feedback to attain the target performance level.
• Continue to conduct frequent evaluations of new assessment techniques to improve their validity and reliability, based on feedback received from multiple direct and indirect assessment measures. Also, based on feedback from KSDE review process, Assessments #2 through #8 were revised to include a definition of each identified level of accomplishment specific to the Standard that they assess.

• 2007-2009 Conducted and will continue to conduct follow-up studies to identify areas for improvements from program candidates who completed the program after each two years. Previous follow-up studies conducted by faculty members in the program and the federal ESL grants showed evidence of the effectiveness of the TESOL Teacher Education program at ESU (See for example Sehlaoui & Albrecht, 2009; Sehlaoui, Seguin, and Kreicker, 2005).

Results from annual assessment reports and follow-up studies were and will continue to be shared with program candidates, and all program faculty members will continue to contribute to the quality of the candidates and the effectiveness of program performance. Finally, it should be noted that the ESOL teacher licensure program has tremendously benefitted from the resources and expertise brought to Emporia State University through the various federal grant projects over the last eight years. These projects have enriched the program resources and provided valuable feedback that external evaluators have shared over these years with the ESOL program director and other faculty members since grant projects use very similar program design.

Instructional Design and Technology

Because of ever-changing software version changes, the anchor applications in IT810 Multimedia Design were changed and/or updated to include appropriate multimedia authoring software. Due to difficulties with mastering Flash in IT810, the faculty decided to have candidates concentrate on how to effectively develop and integrate media in developing a media project. Textbook and software requirements for candidates taking IT810 were updated to match
new course outcomes and materials. All courses now have a greater emphasis on writing and appropriate APA style.

Due to some difficulty in locating and retrieving resources for IT 800 and IT 899, more emphasis was given to locating and retrieving online research articles through the ESU library. IT 820 Designing/Developing Web-Based Instruction was updated to take into consideration the latest advances in web-based and e-learning tools. Because of the need for stronger backgrounds in teaching and learning and because there is an increased number of candidates with non-education backgrounds in the program, PY805/PY811 were added as core courses for the program. Instructional Design principles from IT800 Instructional Design were fully integrated into the master’s project and paper in IT899. The structure of IT 899 Master’s Project was changed to enable candidates to spend more time and resources on the actual project, instead of writing a long paper/report.

To emphasize multimedia design and development skills, a Flash movie presentation and brochure replaced the original PowerPoint presentation in the Master’s Project. To ease uploading and prompt feedback, IT 899 Master’s Project videos were adapted to YouTube format and uploaded to YouTube. Due to changes in the course offered by SLIM, LI 813 was dropped as a core requirement from the program and outcomes were addressed in IT 710. Due to some difficulties by candidates had with the analysis and design steps of instructional design in their master’s project, more attention was given to the analysis and design stages in IT 800.

Master of Arts in Teaching Social Sciences
To increase the validity of program assessments, the rubrics for the MAT project and portfolio have been fine-tuned.

School Counselor Program
Based on the data collected from the program assessment during years 2007-2010, the program has revised the Internship Evaluation: On-Site Supervisor’s Rating Scale (used for Assessment 3) with the ten items coded directly to each of the ten KSDE Standards for School Counselor and provided the knowledge and performance indicators associated with each to improve the accuracy of scoring; The program created and refined The Candidate’s Portfolio (used in Assessment 6) and introduced it at the time of candidate admission in order to help identify the ten standards, how to organize assignments/documents, and the importance of candidates’ reflection of learning during the program. The programs developed questions on Comprehensive Exam (Assessment 5) based on the ten standards and required specific questions to be answered by all candidates. The program developed a specific scoring rubric with criteria for the content and skills evaluated on the five specific questions on the Comprehensive Exam.

The program encouraged use of Counseling and Case Conceptualization Skills (Assessment 8) prior to candidates taking internship (e.g., Pre-Practicum and Practicum) to encourage candidate knowledge and use of effective counseling skills with diverse students (clients) and the ability to summarize and reflect on individual and group counseling sessions to create appropriate interventions and counseling plans (conceptualization skills) and reinforced the knowledge and skills required for Standard 5 (Assessment 4: Research Study on Student Learning) through
specific assignments in three of the school counseling concentration courses (e.g., SC705XA: Introduction to Elementary/Middle School Counseling, SC700XA: Introduction to Secondary School Counseling, and SC860XA: Leadership and Advocacy) prior to candidates enrolling in SC881: Internship in School Counseling.

The program encouraged better understanding and appreciation for developmental aspects and diversity through refinement of the Classroom Guidance Lesson Plan (Assessment 2) and Conducting an Effective Diversity Experience (Assessment 7) and developed elective courses to provide candidates with exposure to needed knowledge and skills for special topics (Standard 7) (i.e., IEPs & 504s, Anger Management, Crisis Prevention at the Secondary Level, Counseling Boys & Men, etc.).

The program created more effective online learning opportunities for candidates and instructors by faculty participation in workshops (i.e., Emporia State University E-learning Institute, Summer Institute of Distance Learning and Instructional Technology (SIDLIT), and Quality Instruction Pilot Program, etc.) and redesigned Assessment 8 to include the ‘Use of Technology in Promoting Client Growth’ as part of the subscale that evaluates candidates’ use of conceptualizing and treatment planning skills.

*School Library Media Specialist*

School library media specialist instruction must include significant instructional time devoted to each of the five areas represented in the PRAXIS II for school librarians. The faculty used the topics covered outline for test 0310 (old) and 0311 (new) and the program's standards-based assessment data to review course learning objectives and outcomes, to focus direct instruction, and to align assessments with standards. Changes were made in various courses to create a more balanced coverage of topics related to all five areas.

It is important to clarify expectations of candidates during actual practicum hours. Faculty use of standards-based data led to revisions in syllabi and assessments. Expectations for candidate learning have been changed and clarified as some new learning modules have been developed in LI831 Information Resources and Programs for Children, LI832 Information Resources and Programs for Young Adults, and LI851 Management of the Library Media Center. The instruction in these classes is more systematically undertaken with candidate outcomes in mind that will be practiced and evaluated during the elementary and secondary practica. Evaluations of a candidate's work target current trends and issues in the school library media profession. Another change has been that the elementary and secondary practicum has become two separate courses. Candidates are now strongly advised to take only one level/semester. This change is designed to improve the candidate's learning experience through a more intense focus at each level and higher expectations for assessment of candidate performance.

New computer software and web 2.0 technologies are becoming thoroughly integrated throughout the 28-credit-hour school library media courses. Some assignment expectations have been changed to clarify the faculty expectations that candidates learn and know how to instruct using various Web 2.0 platforms and technologies.
Foundational knowledge of information science and information management now includes candidate's knowledge of local communities and the unique needs of children and youth in the community and to be strong advocates for funding for state-licensed school librarians and school library programs. LI801 Foundations of Library and Information Science, LI802 Theoretical Foundations of Service, and LI804 Organization of Information were changed so that candidates are accountable for learning theories used to explain, for example, basic principles of information ethics and skill models for ethical decision making; theory and models for assessing individual learning styles and developmental levels and for individualizing instruction and services; and theory and models for explaining organization of information and the use of MARC records.

Faculty are placing a strong emphasis in school library media instruction on information access and delivery throughout all courses. Standards-based assessment data were used to review instructional content for teaching print, nonprint, and electronic resources and their uses, current and emerging technologies, the information retrieval process, search strategies and evaluation criteria. Faculty used standards-based assessment data to review the tools courses (LI813 Reference and User Services and LI814 Cataloging and Classification) and changed and clarified instruction and evaluation of candidate learning so that candidates are better able to be accountable for their learning of knowledge and skills that prepare them for teaching information literacy skills and providing equitable access to and effective use of technologies and innovations.

**School Psychologist**

Historically, though all candidates successfully pass their Praxis II content examination prior to program completion, there were some key areas where they were lower than national averages. The first relates to the school psychologist as a mental health provider. While the program had a required mental health prevention/intervention course, it was taught by an instructor with no experience in this content area, and course content was not well aligned to Best Practices literature. Beginning in 2009, the program director became instructor for the course, and redesigned it so as to cover the knowledge and skills expected for standard 7 (provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students). Little data (only one year’s worth) is yet available to show how well this change has affected candidates, but the initial results seem to show that this area may now be well covered.

Similarly, both the Praxis II examination and field supervisor ratings consistently have highlighted that candidates have not had enough exposure to content related to schools as systems and broad climate issues. This is now emphasized in our seminar course as well as the school-based mental health course, and a review of performance in the field during 2011, relating to this standard, will be undertaken to determine whether the content is covered more effectively.

Data from comprehensive examinations suggests that results for candidates who are other than exemplary in completing that assessment should have a face-to-face review, question by question, of their results. The purpose will be to help them best understand where they may lack content knowledge, and provide them with carefully targeted “Best Practices” readings to help
them improve knowledge prior to taking the examination. We have implemented this change beginning with those who complete this assessment in spring 2011.

Program completers have traditionally not had sufficiently strong knowledge about consultation/collaboration. Though a consultation/collaboration course was required, it was instructed by adaptive education faculty in a different department, and not at all aligned to literature reflective of school psychology. Beginning in summer 2009, a school psychological consultation course was created, now required within our curriculum, which better targets the knowledge and skills expected of an entry-level school psychologist. Only one year’s worth of data is yet available, but it suggests that candidates are better prepared in this content area, and review of future data will be undertaken to determine whether this remains a problem area.

In designing interventions, candidates are uniformly weak in using methodology to assure treatment integrity. Another weak area is that of goal setting. Candidates establish goals in a narrative fashion, while exemplary performance would have them represent it graphically on a performance chart specifying time frame, condition, behavior, and criterion, and basing it on a comparison with the student’s baseline and stated expectations. To date, these treatment integrity and graphic goal setting aspects have been an optional aspect of intervention case studies. Beginning in 2010-11, all candidates in field experiences will be required to include treatment integrity as part of their case studies, and represent goals graphically. Additionally, content knowledge relating to these will be covered in the practicum course, to better help them understand parameters of these practices.

Related to this, both the intervention case studies and thesis/project data suggest that while candidates have adequate proficiency in research standards, there is broad variance in the ability to present statistical analyses in clear and understandable form, via tables and other organizers. One way to address this is that a quantitative progress monitoring scheme (such as the structured criteria for visual inspection of data: a nonparametric analysis technique) will be taught, so candidates can hone their research skills simultaneously with increasing functional intervention practices relating to goal setting and progress monitoring techniques.

The majority of field-based candidates do not find themselves in a situation, or are not expected to be part of, crisis intervention work. Beginning in 2009, all candidates receive NASP “PREPaRE” certified crisis prevention/intervention training as part of their mental health coursework. Beginning in the 2010-11 academic year, students completing internships will be required to use this content knowledge to collaborate with shareholders to review crisis plans and better prepare for the aftermath of crises. Even for the majority of candidates who do not work in a school where a crisis takes place during their experience there, their supervisors and colleagues should perceive that they serve that role.

One interesting aspect of the data is that some candidates have not been rated highly in information relating to standard 11 (information technology), though most have been rated quite proficient. During field visits by university supervisors, data will be collected from site supervisors relating to expectations for technology proficiency and specific electronic tool use (e.g., web-based IEPs) they expect entry-level candidates to posses.
In assessment knowledge and skills, candidates most consistently had difficulty with the following:

• Interpretation of data moves from interpretable global indices to specific task performances
• The student’s areas of academic difficulty are clearly defined
• The initial referral is operationalized through collaborative efforts (e.g., reading referral is operationalized via teacher interview as a reading decoding issue)
• Hypotheses reflect an awareness of the complexity of learning issues (e.g., physical, social, emotional, cognitive factors), and
• Areas assessed within the evaluation allow the examiner to fully address all elements of the referral and there is evidence that examiner’s identification of specific areas to assess are guided by current research

Three of these involve the initial referral issue and assessment planning, as regards a need to better define the problem, to do so in collaboration with others, and to formulate hypotheses which reflect the complexity of learning issues. The remaining two issues involve assessment procedures and interpretation, specifically a need to better assure that areas assessed allow the candidate to address all items within the referral, and that they interpret data from global to specific task performance. The core faculty, who instruct all assessment courses, will work to better incorporate instruction in these matters in the PY841, PY714, PY812, and/or PY843 courses.