

## Data Use for Program Improvement Report

After reviewing program data for the academic year, provide a brief explanation of how the program faculty and stakeholders intend to use the results to improve the identified areas in need of improvement. Program improvements could be to address program curriculum, program courses, pedagogy, program assessments, and so forth. Identify specific methods for addressing the area in need of improvement and the targeted level of proficiency/success.

### Area in Need of Improvement 1:

We need to focus on recruiting students and retaining our current students. After reviewing the data available since 2014, VSU's Art Education Program has continued to decline in enrollment. During the 2014-2015 school year, seven degrees were conferred. Whereas the 2015-2016 school year resulted in only two. During the 2017-2018 school year nobody completed the program and this year we expect only one student to graduate. With low enrollment numbers, the program must first work recruit and retain to be able to implement these assessments and collect data needed.

One specific way to help improve our numbers immediately is to understand why students are not passing ARED 2999. This course is a prerequisite for art education course work and works as a gatekeeper for our students. During the 2017-2018 school year only 8 students passed this course. Over the three semesters the course was provided, there were 19 attempts to pass this course. For the breakdown of numbers, please see chart below.

Semester	Students Taking ARED 2999	Students Passing ARED 2999
Fall 2017	6 students	1 student passed
Spring 2018	11 students	6 students passed
Summer 2018	2 students	1 student passed
Fall 2018	3 students	N/A

This year we





**Analysis of EPP/Program Data/Evidence:**

It is important to note that the analysis below comes from one student and is not be generalizable to the entire program. When reviewing this data with stakeholders we examined multiple years of data to better understand trends. Overall, the scores and number of examinees have been inconsistent across the last three school years. With a low sample size we needed to look at data in each subarea to try to draw conclusions for program improvement.

<b>ART EDUCATION TEST I (ETS)</b>						
	<b>2015-2016</b>		<b>2016-2017</b>		<b>2017-2018</b>	
	<b>State</b>	<b>Program</b>	<b>State</b>	<b>Program</b>	<b>State</b>	<b>Program</b>
<b>EXAMINEES</b>			181	1	192	1
<b>TOTAL SCORE</b>			230.65	212.00	224.73	264



## edTPA (Planning)

### Assessment Description:

The edTPA is a performance-based, subject-specific summative assessment administered to teacher candidates during clinical practice. The edTPA is aligned to state and national standards (CAEP Standards, Common Core State Standards, InTASC Standards) and provides evidence of the overall quality of teacher candidates and their ability to effectively teach all students. Each candidate prepares and submits for evaluation examples of authentic teaching materials, commentaries of their own teaching, and an unedited videotape from a three to five-day teaching segment that demonstrate how the candidate planned instruction, adapted instruction to meet the needs of diverse learners, and assessed the progress of the students.

Candidates are scored on 15 rubrics (except foreign language candidates who are scored on 13 rubrics and early childhood education and early childhood special education candidates who are scored on 18 rubrics) that reflect the expected competencies teachers are expected to display during the course of professional practice. Each of the rubrics is scored on a scale of one to five. The overall score represents the sum of the scores from all rubrics on a scale between 15 and 75 (a scale of 13 - 65 for 13-rubric handbooks and 18 - 90 for 18-rubric handbooks). Candidates receive both the total score and the scores from the individual rubrics.

### Academic Year Assessment Data:

*No candidates submitted edTPA during academic year 2017-18.*

### Academic Year Rubric Assessment Data:

*No candidates submitted edTPA during academic year 2017-18.*

### Analysis of EPP/Program Data/Evidence:

## **Candidate Assessment on Performance Standards (Field and Clinical Practice)**

### **Assessment Description:**

The Candidate Assessment on Performance Standards (CAPS) is an observation instrument and summative assessment for pre-service teachers adapted by the EPP from the Teacher Assessment on Performance Standards (TAPS), which is the observation component of the Georgia Teacher Keys Effectiveness System (TKES) currently being used to evaluate in-service teachers in Georgia P-12 schools. The Georgia Professional Standards Commission Educator Preparation Rule 505-3-.01 states, "GaPSC-approved education program providers shall ensure that candidates are prepared to implement the appropriate sections of any Georgia mandated curriculum in each relevant content area and any Georgia mandated educator evaluation systems". This assessment is based on the following ten performance standards used to assess in-service teachers in Georgia: 1) Professional Knowledge; 2) Instructional Planning; 3) Instructional Strategies; 4) Differentiated Instruction; 5) Assessment Strategies; 6) Assessment Uses; 7) Positive Learning Environment; 8) Academically Challenging Environment; 9) Professionalism; and 10) Communication. Raters are also given the "Teacher Assessment on Performance Standards Reference Sheet" that provides sample performance indicators for each standard.



## Impact on P-12 Student Learning (Effects on Student Learning)

### Assessment Description:

Best professional practices indicate that initial candidates must demonstrate that they possess the necessary content and pedagogical proficiencies required to positively impact P-12 student learning. Specifically, initial candidates mus



I believe that lesson plans should be implemented as written; rarely should there be a need to deviate from those plans.	8	0	37.5	-
Assessment should be used primarily to determine students' grades and/or mastery of the goals on their IEPs.	8	0	37.5	-
I believe that it is important to ask for feedback, advice, and assistance to improve my practice as an educator.	8	0	100.0	-

As an educator, it is my responsibility to intervene when I see a student evidencing signs of difficulty academically, emotionally, socially, or physically.

## **Candidate Assessment on Performance Standards (CAPS) Dispositions**

**Assessment Description:** CAPS dispositions are a set of key dispositional elements designed to evaluate teacher candidates by their university supervisor during their final field experiences observation and their summative clinical experiences observation. CAPS dispositions offer an observational assessment of these key teacher dispositions, which are intended to contribute to the totality of evidence needed to fully assess a teacher candidate's abilities.

### **Academic Year Summative Evaluation Assessment Data:**

#### **Final Field Experience CAPS Assessment Data:**

*No 2017-18 academic year data available.*

#### **Clinical Practice CAPS Summative Evaluation Assessment Data:**

*No 2017-18 academic year data available.*

#### **Analysis of EPP/Program Data/Evidence:**

The enrollment in ARED 3000, 3010, 3012, and 4070/4090 was low last year. Thus, we do not have data from this assessment. Next year students from ARED 3000 will have data from the Intern Keys assessment. Students in ARED 4070/4090 will also have data from Clinical Practice Intern Keys Summative Assessment.

## **Continuous Improvement Assessment Matrix**

### **Assessment Description:**

The COEHS Continuous Improvement (CI) System is a multi-dimensional, web-based platform composed of two complementary



## GaPSC Educator Ethics Assessment - Entry and Exit

### Assessment Description:

The Georgia Ethics assessments are training and assessment programs composed of a series of modules that combine instruction and testing.

The Georgia Educator Ethics assessment is designed for beginning and currently practicing teachers.

The Georgia Ethics for Educational Leadership assessment is designed for educational leaders (principals/assistant principals and superintendents/assistant superintendents).

The goal is to help teachers and educational leaders become familiar with, understand, and apply the Georgia Code of Ethics for Educators, as well as comprehend and embrace the principles of ethical decision making in an educational context.

## **Surveys for Program Improvement**

### **Candidate Survey for Program Improvement**

#### **Survey Description:**

As part of the overall College of Education and Human Services (COEHS) assessment process for initial teacher preparation programs, all candidates are asked to complete a Candidate Survey for Program Improvement (CSPI) upon completion of clinical practice. The candidates are asked to give their respective programs an overall grade, identify strengths, and make suggestions for improvements. In addition, various questions are asked about the integration of technology into instruction, preparation to meet the needs of diverse learners, quality of advising, and other areas. Results from this survey are shared with department heads and faculty members and utilized in planning program improvements.

#### **Academic Year Survey Data:**

*No 2017-18 academic year data available.*

**Survey Comments:** None

#### **Analysis of EPP/Program Data/Evidence:**

While we had no students finish clinical practice last year, so we have no data to analyze.

### **Graduate Survey for Program Improvement**

#### **Survey Description:**

The Graduate Survey for Program Improvement (GSPI) was developed by members of the COE Assessment Committee in an effort to



### Survey Description:

The Employer Survey for Program Improvement (ESPI) is sent to employers of graduates of initial teacher preparation and other school professional preparation programs in the spring or summer of the year following graduation. Each graduate from the past two years is listed, his/her preparation field is listed, and employers are asked to respond to items related to individual graduates. In 2017, the GaPSC began administering an annual employer survey to employers of initial teacher program completers from the prior year who were employed in a Georgia public school. Due to concerns over survey fatigue, employers of initial teacher program completers from non-Georgia public schools are surveyed using VSU's internal survey (ESPI). **Therefore, only responses from employers of graduates not employed in a Georgia public school during the prior academic year and in the certification area for which the EPP prepared them are reported. Data from the GaPSC survey has not yet been made available to EPPs.**

### Academic Year Survey Data:

*Note: In 2017, the GaPSC began administering an annual employer survey to employers of initial teacher program completers from the prior year who were employed in a Georgia public school. Due to concerns over survey fatigue, employers of initial teacher program completers from non-Georgia public schools are surveyed using VSU's internal survey (ESPI). Therefore, only responses from employers of graduates not employed in a Georgia public school during the prior academic year and in the certification area for which the EPP prepared them are reported. Data from the GaPSC survey has not yet been made available to EPPs.*

**Academic Year Summative Evaluation Data:**

*No 2017-18 academic year data available.*

**Analysis of EPP/Program Data/Evidence:**

Because we had no students complete the program, we have no data to analyze.

**Teacher Candidate Evaluation of Mentor Teacher**

**Evaluation Description:**

Teacher candidates enrolled in a clinical practice course during the current semester are asked at the end of the semester to complete a survey on their assigned mentor teacher as well as provide comments on the types of activities completed during clinical practice. In

