

English 7-12

The following paragraphs summarize the CAEP data for English Language Arts 2020-21. The first paragraph will be about the Academic Year (441) and the second paragraph about the Post Baccalaureate Program (698). I spoke at length with X (IUP English Education alum) who teaches 10th & 12th Grade English at Forest Hills Sr. High School, in the Forest Hills School District.

In sum, for the AY year program the strengths include our students collaborative work, understanding of content (literature) and learning environments, and using appropriate methods and learning strategies, while including considerations for learners and their environment. While our weaknesses include connecting student outcomes and objectives to our assessments in an explicit and standards driven way.

For the PB, while the N is very low, strengths include again, our students work with learners and considerations for their environment. While our weaknesses include students' ability to use appropriate methods in the teaching of reading and writing, as well as a weakness in content knowledge.

Steps to help address some of these weaknesses include shoring up content knowledge and appropriate methods for our PB (for example, including 323 and 324 for PB), and being more explicit about how assessments link with standards and outcomes for students, possibly through a simple explicit focus on these in methods courses.

Special Education

The overall data on Part 1 demonstrates distinguished and/or proficient performance across all elements with distinguished just slightly above proficient. The strongest elements included Learner Differences, Learning Environment and Professional Learning and Ethical Practices. The TWS yielded similar results. Overall program strengths from both measures include Learning Environment, Learner Differences and Development, and Professional Learning and Ethical Practices. Interrater reliability was consistent with the findings with one outlier on the Part 1 rubric who ranked all elements in the basic range. On the TWS interrater reliability ranged from 3.5 to 3.786.

Despite the overall positive data, consistent areas of weakness emerged. On the Part 1, Assessment was the weakest element along with Application of Content and Instructional Strategies. On the TWS, Assessment was also the weakest area in both student assessment and self-evaluation.

Based on these results, we should build on the strengths of students' foundational knowledge and understanding of learner differences and development and creating a learning environment to develop more authentic course experiences to bridge the gap for translating those foundational skills into better content knowledge and more importantly, application and instructional strategies. A glaring weakness is assessment especially in assessment analysis. Having a single generic EDSP 477 used for all education majors is not sufficient. Significantly more attention needs to be given to the interpretation and analysis of data and data driven planning. Either an additional advanced assessment course focusing on these areas should be

developed or a significant revision to the EDSP 477 course should be considered. Also, authentic data analysis assignments could be incorporated into existing courses.

Spanish PK-12

Program strengths: What program strengths do you see in the data and how can IUP build on these strengths or leverage these strengths to build the overall teacher education program?

- planning
- environment
- differentiation
- assessment
- professionalism
- leadership & collaboration

Areas for consideration: What program weaknesses do you see in the data and how should IUP address these weaknesses to strengthen the program?

✓ *Application of content*

- having students use the grammar and vocab. in context
- planning by backward design will help with this
- what is the end goal of this unit/lesson

✓ *Instructional strategies*

- provide a broader width of strategies (cooperative learning, kinesthetic, tech. Tools, etc.) and have them USE them
- teach them when to use one strategy over another (pair work- increase practice time, more engagement vs. group work- more points of view, ideas generated, checking hmk. vs. individual seatwork- show independence, don't need help, email reply)
- provide peer teaching opportunities

✓ *Reflection on teaching*

- require reflection on every teaching opportunity and when observing
- provide reflection template

Anything else that is **noteworthy/evident** from the data? What steps should be taken as a result of these observations?

- The small sample size makes it difficult to analyze this data. More in-depth, follow-up research is planned with our program graduates.

Other observations about the program? Data that should also be considered?

- ✓ -High number of distinguished/proficient skills

Math 7-12

There was only one teacher candidate who graduated from the BSED Mathematics Education program in the 2020-2021 school year. This teacher candidate completed her student teaching during the Spring 2021 semester and graduated in May 2021.

This teacher candidate's Student Teaching Evaluation Part I was good. The data shows that she earned Proficient in 9 of the 10 categories and Distinguished in the other category. This is acceptable for a beginning teacher.

This teacher candidate's Teacher Work Sample data shows that she earned satisfactory ratings, although they could have been higher. She earned a Proficient in 7 of the 10 categories, with 3 categories showing a Basic level of learning.

It is difficult to make any summary statements about only one student. Our program faculty will continue to monitor the progress of our students and take necessary action if needed.

Early Childhood PK-4

What program strengths do you see in the data and how can IUP build on these strengths or leverage these strengths to build the overall teacher education program?

The data reveals that students can lesson plan, receive sufficient evaluations based on their lesson plans, and are well prepared to teach their plans. One thing that would build on these strengths is experience – teacher candidates will grow the more they are in a classroom setting on a daily basis – this just comes with time. It was mentioned that the pandemic showed that missing time in the classroom highlighted the importance of experience.

What program weaknesses do you see in the data and how should IUP address these weaknesses to strengthen the program?

Reflection on professional growth is a weakness that sticks out to me. Teachers need to be reflective - what are you going to change next year? How could you have made this better? Reflection on classroom management is also important. You can constantly do better as teachers and part of that comes from reflecting. Another topic of importance is Social/emotional/behavior management. So it would be great for students to have an in-depth background and preparedness.

Is anything else that is noteworthy/evident from the data? What steps should be taken as a result of these observations?

Pre-tests and Post-tests aren't something we do very much in the school setting. We track progress of reading and math, but we don't do pre/post tests on specific subjects or topics. There just isn't time. Assessing students can be a difficult task to teach student teachers. Many different tests exist and teaching to teach how to give assessments can be very difficult because districts don't always use the same assessments. This is a skill that will improve as the

student teachers gain experience in a classroom setting. Overall, the data is very positive and shows IUP is doing a good job in preparing their students to become successful teachers.