

**Austin Peay State University Teacher Unit
Annual Program Review Report for 2011-2012**

I. K-6 Interdisciplinary Studies

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III. Program Description

The K-6 Interdisciplinary Studies Program at Austin Peay State University is designed for students who are preparing to teach the elementary and middle grades. For candidates seeking licensure, the program consists of a general education core, a major in Interdisciplinary Studies and a minor in Professional Education. Student teaching is also a part of the program.

IV. Program Changes

During the 2011-2012 academic year changes continued regarding clinical experiences for students in Residency I. The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE emphasizes that teacher education programs must focus on teacher candidates' ability to impact student learning. This emphasis aligns with Tennessee's teacher candidate assessment, the Teacher Performance Assessment (TPA) adopted by the Tennessee Board of Regents. In an effort to collect data showing our candidates' ability to advance student achievement, adjustments were made in the clinical experiences.

The fall 2011 Clinical Experience for Residency I candidates required four weeks in the field. Candidates were trained to video-tape a lesson they were teaching from their unit in either mathematics or literacy. Trained TPA scorers viewed the videos and scored candidates in several categories. Prior to planning the unit candidates visited the classroom and obtained demographic data about the students, which included race, gender, socioeconomic status, special needs, and ELL learner information. Candidates were informed early in the semester what they would be teaching. Candidates used this information to plan for students' diverse needs.

During Spring 2012 Residency I candidates were again trained in video-taping themselves teaching a lesson. During the five weeks they were in their field placement, they were required to film and submit a 15-minute video which included a lesson from their planned unit. Again, candidates were required to complete the Tennessee Performance Assessment.

Another change in the K-6 Licensure Program was the switch from electronic portfolio submissions to key assessments and milestone review for candidates. This change streamlined the assessment process reducing duplication and providing information of where in the program standards were being addressed.

The K-6 program faculty members emphasize rigor and relevance in their courses. Preparing candidates to teach students from diverse backgrounds and cultures is integrated into every course. Pre-residency and Residency I professors stress meeting the needs of all students through

differentiated instruction. Additionally, faculty members are familiar with the Tennessee Performance Assessment (TPA) and are addressing its requirements in their teaching. More problem-based learning (PBL) opportunities are integrated into courses giving candidates opportunities to determine appropriate teaching strategies for a variety of situations and support their thinking with research and theory.

V. Program Strengths:

Teacher candidates in the K-6 Program are required to pass all Praxis II licensure examinations prior to Residency I, therefore candidates have a 100% pass rate on this requirement. During the 2011-2012 academic year, 83 candidates were awarded initial licenses compared to 61 in 2010-2011. This is a significant increase in the number of program completers.

Based on the information from the Exit Survey from Clinical Teaching, candidates completing the K-6 program in 2011-2012 were more than “Adequately Prepared” in all 25 categories.

VI. Program Weaknesses:

The lowest rating our candidates received in fall 2011 was in the area of creating lesson plans that address the needs of students with diverse cultural and language backgrounds and different learning needs. In spring 2012 the lowest rating was in the area of maintaining accurate and up-to-date records while completing assigned tasks on schedule and maintaining satisfactory records of punctuality and attendance. In both instances, however, the scores were still more than adequate. Several courses in the K-6 program added a focus on diversity and ELL students to better help prepare candidates to meet the needs of students with diverse cultural and language backgrounds.

VII. Assessment of Candidates:

Candidates are required to pass Praxis II licensure examinations prior to student teaching. Our K-6 candidates, therefore, have a 100% pass rate on this requirement. Candidates successfully completing the K-6 Program and required licensure examinations will be eligible to teach grades K-6 in Tennessee schools. In the academic year 2011-2012 a total of 179 initial licenses were issued to K-6 teacher candidates.

Milestone Review

Candidates must successfully pass four milestone assessments during their K-6 program at APSU. Milestone I examines candidates' progress early in the program. At this point, candidates must successfully complete Education 2100, maintain a GPA of 2.5, exhibit an acceptable level of knowledge and skills, and show consistent evidence of professional dispositions.

At Milestone II candidates must maintain a minimum GPA of 2.75 and have a minimum of 45 hours of undergraduate credits or 9 hours of graduate credit toward an alternate license. A minimum of a “C” is required in all professional minor courses. Passing Praxis I and a successful interview is also part of Milestone II.

Milestone III status requires successful completion of all courses required for licensure/degree and passing all required Praxis II exams in addition to the requirements of Milestone II. Evidence

of an appropriate level of knowledge and skills is assessed through key assessments in all education courses and scores on the TPA for Residency I candidates.

During Residency II, candidates must successfully complete clinical placement seminars and obtain passing grades in both clinical placements. Candidates must also pass the TPA.

Clinical Teaching Evaluation Summary

According to data from the Clinical Teaching Evaluation Summary for the 2011-2012 academic year, cooperating teachers in the field indicated that all Austin Peay K-6 student teachers performed successfully in all areas: Content Knowledge, Planning, Teaching Strategies, Assessment and Evaluation, Learning Environment, Professional Growth, and Communication. Student teachers were also rated above average in all aspects of expected dispositional behavior.

TPA

In addition to Milestone Review and Clinical Teaching surveys, candidates were also assessed on their performance in the areas of mathematics instruction or literacy instruction on the Tennessee Performance Assessment. According to the results of this assessment, spring 2012 candidates scored significantly higher than fall 2011 candidates in both areas (College of Education Data Retreat, pages 25 through 28). This is likely due in part to more time to prepare candidates for this new assessment between fall and spring. The unit continues to work diligently to provide adequate training for candidates in the five areas assessed by TPA: 1. Academic Language 2. Assessment 3. Instruction 4. Planning 5. Reflection. In addition to coursework focusing on these elements, the unit provides workshops which specifically address academic language and assessment. Candidates also receive training in the use of video equipment.

VIII. Assessment of Program Operation

Enrollment data indicates the number of licensures in K-6 is increasing. Data provided in the 2011-2012 APSU Data Retreat book indicates K-6 completers overall are satisfied with the program.

Self-reported data from K-6 student teachers during the fall 2011 and spring 2012 final seminar show that they felt adequately prepared for their teaching careers. Their responses to the 25 professional activities presented on the survey indicated that they believed the K-6 Program at Austin Peay State University had more than adequately prepared them for teaching.

Area elementary principals who responded to the survey also indicated that they were very satisfied with K-6 teachers who had graduated from Austin Peay within the last five years.

IX. Summary of Proposed Changes

Based on an analysis of the data provided, the following changes are recommended:

Candidates in Pre-Residency and Residency I will continue to learn to analyze information from the Conceptual Framework, which is part of the TPA, to plan for the needs of all learners.

The unit will continue to focus on diverse and ELL learners and ways to meet their specific learning needs.

Candidates will become more aware of academic language requirements through coursework and seminars.

Field experiences will allow candidates many opportunities to engage in appropriate instructional and assessment practices.

X. Assessment System

Based on the data provided, some changes can be made in how the Teacher Education Unit Assessment System collects information to provide more meaningful and useful evidence regarding candidate performance and program operations.

The unit collects much data from current students, recent graduates, and professionals in the field. Without the actual number of responders it is hard to judge what the data means. Some of the data presented does include the number of responders. Often the number is too small for the data to have any significance. Based on some of the data provided and our own observations and data, we can make recommendations to improve the learning experience for our K-6 Program candidates.

During spring 2012, the unit moved from electronic portfolio assessment to key assessments in all education courses. Rubrics for these assessments indicate which standards are being met. In order for key assessments to be meaningful and accurate, however, unit faculty need to agree on where standards can best be met: in class or in the field. Once this is determined, data will have much more significance.

