Undergraduate Program Data Analysis Report

Program Name: SEDU Science

Date:

Contact Person: Gwen Price

Directions:

1. Review the program assessment data located in D2L.
2. List the 6 to 8 assessments for each program in the box provided for Program Assessments. Examine the data collection for each program. Be sure to review both the fall and spring data collection. Answer the following questions for each program assessment placing the information in the appropriate column:
   - What does the data indicate for your program?
   - What areas of concern if any do you have regarding this assessment?
   - What recommendations do you have regarding any revisions for this assessment?
   - What program changes if any does this data suggest?
3. Save the template as a Word document and submit it to the NCATE Assessment Committee via a D2L dropbox provided in the Accreditation-NCATE link by April 9th.

Undergraduate Unit Data

<table>
<thead>
<tr>
<th>Goal</th>
<th>SLO</th>
<th>Program Assessment</th>
<th>Data Analysis</th>
<th>Recommendations</th>
<th>Implementation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can</td>
<td>Praxis II</td>
<td>For the 2011-2012 year, no candidates completed the Earth/Space or Physics Praxis. Biology – all scores</td>
<td>We need to find a way to increase the numbers of students in all science ed areas. Use grant opportunities to aid with this aspect.</td>
<td>Grant to be submitted in March 2014.</td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>Grades/Content analysis</td>
<td>All candidates earn a C or above in all required courses. Courses align with all state and national standards.</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>General Skills of Teaching</td>
<td>Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions,</td>
<td>Spring 2012 data shows lower scores in the areas of Learning Differences and Language &amp; Literacy. Fall 2012 data shows lower scores in the areas of Learning Differences and Language &amp; Literacy.</td>
<td>Focus by the professors in Block on the areas of Content Literacy and Adaptations. More focus in the Unit Plan on these areas should improve these scores.</td>
<td>Fall 2013</td>
<td></td>
</tr>
<tr>
<td><strong>General Skills of Teaching</strong></td>
<td>Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies.</td>
<td>Collection of data was inconsistent – full scores only available from 1 supervisor. Low number of Science Candidates in Spring. Candidates score in the Exemplary or Superior range in all 4 categories. Candidates were rated as Target in all areas of laboratory performance including safety.</td>
<td>More consistent collection of data is necessary.</td>
<td>Fall 2013</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment/Impact on student learning</strong></td>
<td>Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably,</td>
<td>Spring 2012 data shows all candidates at the Target or Acceptable level on all criteria. Fall 2012 data shows a range of scores on Adaptations and Analysis of data criteria. The Portfolio Data from Spring 2012 (Field students) and</td>
<td>Focus by the professors in Block on the areas of Content Literacy and Adaptations. More focus in the Unit Plan on these areas should improve these scores. Supervisors and cooperating teachers need to be informed of these deficits and</td>
<td>Fall 2013</td>
<td></td>
</tr>
</tbody>
</table>
and require that students engage in ongoing self-assessment.

The Fall 2012 IAP data show that the same candidates were still unsure throughout their clinical experiences in the area of Adaptations.

guidance should be given accordingly.

Safety & Welfare

Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field.

Safety Assessment

All candidates passed the safety test in both Spring 2012 and Fall 2012. Case study scores in both semesters demonstrate that the standards were not being cited indicating a lack of knowledge on what the exact standard language.

The evidence required for meeting the NSTA science standards is changing. Though the standards are the same – all evidence must be performance based.

The safety assessment will be not be continued and the need to cite particular standards will no longer be necessary.

All safety data will come from the Unit Plan (planning for) and the Report of Supervision Form (performance).

Fall 2013

Curriculum

Teachers of science plan and implement an active, coherent, 

All candidates scored in the Target or 

The Unit Plan assignment and rubric

Fall 2013
and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching.

| Instructional Techniques Unit Plan | Acceptable range on all criteria including safety and technology. will be adjusted to meet the new science standards. Particular focus should be given to the Adaptations and Content Literacy aspect in order to aid in boosting confidence in those areas prior to Field (see showcase data) |

Overall Recommendations: Given the New 2012 NSTA Standards, goals and assessments will be adjusted accordingly. This is a major change that will happen over Summer 2013 and be prepared for a Fall 2013 SPA submission. Having said that, though the rubric language will be changing the focus of the assessments will remain the same—therefore, the recommendations and implementation dates above will hold.