

DATA Reflections for ELEMENTARY EDUCATION 2011-2012

Assessment	Description / Analysis	Action?
STANDARD 1 – ENGLISH LANGUAGE ARTS		
5A EL356	TRADITIONAL students all met basic or higher competency in course from 2008-2012. ONLINE students met basic or higher competency in course from 2008-2012 except for 1 student who had to retake course.	No action needed
2 – KPTP Task 2	TRADITIONAL students' scores mainly in competent range ONLINE students' scores similar	KPTP Lab—Include focus on Designing instruction overview
1a Praxis II Sub-score I	TRADITIONAL students: majority of students had average or higher scores on praxis 2008-2012. 8 students out of 50 scored below average and did not pass the praxis. ONLINE students: majority of students had average or higher scores on praxis 2009-2012. 5 students out of 37 students scored below average and did not pass the praxis.	Offer PRAXIS practice tests; identify student content weakness using pretests
STANDARD 2 – MATHEMATICS		
5B EL130	TRADITIONAL students: 96% - 100% of the students scored basic to target for years 2008 – 2011; while in 2011-12 85% of the students scored basic to target. ONLINE students: 95 - 100% of the students scored basic to target for years 2008-2011. 2011-2012 students have not finished the course at this time.	Students scoring below basic are required to re-take the course.
2 – KPTP Task 2	TRADITIONAL students: 93% - 100% of students scored basic to target for years 2009-2012. ONLINE students: 100% of students scored basic to target for years 2009-2012	No action needed
1a Praxis II Sub-score II	TRADITIONAL students: 84% - 100% of students scored Average to Higher Than Average for years 2008-2010, 2011-2012; while 78% of students scored Average to Higher Than Average for 2010-2011. ONLINE students: students have gradually increased their scores from 2008 – 2012; starting with 66% of students scoring Average to Higher Than Average in 2008 to 90% of students in 2011-2012.	Offer PRAXIS practice tests; identify student content weakness using pretests
STANDARD 3 – SCIENCE		
5C EL333	TRADITIONAL students: 100% of students scored basic to target for years 2008-2012. ONLINE students: 100% of students scored basic to target for years 2009 – 2012.	No action needed
2 – KPTP Task 2	TRADITIONAL students: 93% - 100% of students scored basic to target for years 2009-2012. ONLINE students: 100% of students scored basic to target for years 2009-2012	No action needed
1a Praxis II Sub-score III	TRADITIONAL students: 85% - 100% of students scored Average to Higher than Average for years 2008-2012. ONLINE students: 83% - 90% of students scored Average to Higher Than Average for 2009 – 2012.	Offer PRAXIS practice tests; identify student content weakness using pretests
STANDARD 4 –SOCIAL STUDIES		
5D EL335	TRADITIONAL students: 100% of students scored competent to target for 2008 – 2011; while 94% of students scored basic to target in 2011-2012. ONLINE students: 100% scored competent to target for years 2008 – 2012.	One student scored below Basic and was required to re-take course.
2 – KPTP Task 2	TRADITIONAL students: 93% - 100% of students scored basic to target for years 2009-2012. ONLINE students: 100% of students scored basic to target for years 2009-2012	No action needed
1a Praxis II Sub-score IV	TRADITIONAL students: 100% of students scored Average to Higher Than Average for 2008 – 2010; while 77% to 86% of students scored Average to Higher Than Average for 2010 – 2012. ONLINE students: 70% to 91% of students scored Average to Higher Than Average for 2009-2012.	Offer PRAXIS practice tests; identify student content weakness using pretests
STANDARD 5 – ARTS		
5E AR275	TRADITIONAL students: All students met basic or higher competency in the course 2008-2012.	No action needed

	ONLINE students: 1 student out of 48 students did not meet basic or higher competency in the course 2008-2012; the rest of the students met basic or higher competency in the course for this time period.	
STANDARD 6 – HEALTH AND PHYSICAL EDUCATION		
5F ES344	TRADITIONAL students: All but 2 students met basic or higher competency in the course 2008-2012. ONLINE students: All but 1 student met basic or higher competency in the course in this time period.	No action needed
STANDARD 7 – CLASSROOM ENVIRONMENT		
3 – CTE Rubric Goal 2	TRADITIONAL students: All students met basic or higher competency in this task during the years 2009-2012 ONLINE students: All students met basic or higher competency in this task during the years 2009-2012	No action needed
4 – KPTP Task 3	TRADITIONAL students: All students met basic or higher competency in this task during the years 2009-2012 ONLINE students: All students met basic or higher competency in this task during the years 2009-2012	No action needed
6 – KPTP Task 1	TRADITIONAL students: All students met basic or higher competency in this task during the years 2009-2012 ONLINE students: All but 1 student met basic or higher competency in this task during the years 2009-2012	KPTP lab—Include focus on classroom environment characteristics

Documentation of Department Discussions

Strengths of the Program
Instructional activities and assessments for Reading/Language Arts, Arts, Health/PE Education and KPTP Task 3 are helping students achieve scores to meet target benchmark.
Areas to Improve
<p>Revise instructional activities and assessments for KPTP classroom environment characteristics to help students achieve at higher level such as provide examples of good and poor classroom environment characteristics for students to compare and contrast</p> <p>Revise instructional activities and assessments for KPTP designing instruction to help students achieve at higher level such as provide examples of different ways to design instruction; compare and contrast ideas for designing instruction</p> <p>Provide background knowledge and assistance in PRAXIS assessment information to help students achieve at higher level; provide experience in taking sample PRAXIS tests</p> <p>Increase content coursework in Social Studies, Science, and Mathematics.</p>
Changes / Updates / Topics for Discussion (syllabi, college catalog, curriculum, specific courses, specific assessments, etc.)
<p>Change course description for EL 356—No longer an introduction course; alignment matrix indicates students will “practice and demonstrate content knowledge.”</p> <p>I combined the catalog description on p. 126 with the key aspects of the course description found on the syllabus to create an updated syllabus course description.</p> <p>This course is designed to teach the instruction of reading and language arts. Classroom environment,</p>

planning and preparation, and instructional strategies are studied as they pertain to teaching in the language arts areas. Basic approaches to teaching reading and developing an understanding of the developmental stages of reading are emphasized, along with the development of an understanding of all language arts areas and how they interrelate with reading in the classroom. Theoretical backgrounds will be introduced. Focus will be on learning strategies and practical application. Active participation in the area of reading and language arts at an elementary school level as well as professional reflection and writing is required as part of the methods block. Prerequisites: ED219, EL 256, EL 151, EL 153. Writing Intensive

Although the Sterling College Elementary program did not receive any AFIs, the department recognizes the need for changes to improve this program.

Therefore, the following changes were proposed to improve the Elementary Program:

1. An addition of two general education courses to the required major curriculum.
 2. Change EL130 Elementary Math Concepts to EL330 Methods of Teaching Elementary Math I
1. Sterling College Elementary Education program candidates have recently struggled to pass the Praxis II content tests. A reduction of general education requirements for the school of professional studies in 2008-2009 and for all students in 2011 led to a reduction in coursework for the content areas of science and social science. Additionally, the Elementary Education program requires only 32 credits - fewer than the faculty defined number of hours for a major (between 35 and 50 credits, 2011-2012 Catalog, p. 63). Praxis II Content Test Data also supports a need for more content courses in the elementary major.

Subject	Percentage of candidates rated average or above (not in bottom quartile)		
	2009-2010	2010-2011	Fall 2011
year			
Science	19/22 86%	22/27 81%	5/6 83%
Social Science	20/22 91%	21/27 78%	3/6 50%

An analysis of methods classes revealed the following courses to be the best choices:

Require elementary candidates to take the following general education classes (no additional hours): PH110/L Physical Science w/Lab 5 credits

(or appropriate physical science w/lab)

HI101 History of World Civilization I 3 credits

(or US History I or US History II)

BS115 Principles of Sociology 3 credits

Require elementary candidates to take two additional general education classes as part of the elementary program (seven additional credit hours):

BI101/L Principles of Biology w/Lab 4 credits

(or Zoology or Environmental Science w/lab)

HG240 World & Regional Geography 3 credits

2. Change to EL130 Concepts of Elementary Mathematics

Change level of course and add one credit hour:

EL330 Methods of Teaching Elementary Mathematics I

A. A clear rationale for the proposal, including supporting documentation.

EL130 is currently labeled as a concepts class. However, teaching math concepts without the use of pedagogy makes no sense. The proposal is to change the concepts class to a methods class. Additionally, the number of credits would change from two to three. The prerequisite of required scores in college math or on the PPST test would still be required.

This change is to address low candidate scores on the Praxis II Elementary Content test, as well as include pedagogical strategies with the concepts being taught. The course will also allow candidates to study specific concepts taught from K-6, becoming aware of scope and sequence of math topics at the elementary school level.

The course will be a prerequisite for the current EL337 Methods of Teaching Elementary Mathematics. Additionally, the current EL337 course will be adjusted slightly to address scope and sequence of different mathematical concepts than those discussed in EL330 (new course).

The timing of this change is appropriate due to the new, Common Core state math standards which have been adopted in Kansas and 44 other states.

A breakout of KSDE Standards and the Praxis II Content sub-scores for mathematics is provided:

MATHEMATICS

Standard #2 The kindergarten through sixth grade teacher knows, understands, and uses the major concepts, procedures, and reasoning processes of mathematics that define numbers and operations, geometry, measurement, data analysis and probability, and algebra so that all students understand relationships that can represent phenomena, solve problems, and manage data.

Subject	Percentage of candidates rated average or above (not in bottom quartile)		
	2009-2010	2010-2011	Fall 2011
year			
Mathematics	17/21 81%	20/24 83%	3/5 60%

Note: The curriculum assessed on the Praxis II (described on the next page) will be taught in the following courses:

EL330 - Number Operations and Geometry and Measurement
EL337 – Pre-algebra, Algebra, Probability, Statistics and Data Analysis