Stone Child College
Educator Preparation Program
Bachelor of Science in Elementary Education

Preliminary Data Analysis Report
April 2018

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Introduction

The purpose of this preliminary data analysis report is to provide the Montana Office of Public Instruction with a description of the key assessments and any current evidence relative to the Educator Preparation Program at Stone Child College. This report will examine the overall assessment plan that was created to measure student growth and proficiencies, and evaluate the program's strengths and needs.

Assessment Overview

The assessment system for the Education Department at Stone Child College is both formative and summative and allows faculty and staff to monitor each candidates' progress in order to conduct remediation or provide timely support, as needed. In addition, the Department uses assessment data to make changes to the elementary education program that may include revisions to curricula, faculty training, and revising program admission/progression/completion requirements, as well as, revising the assessments themselves.

Candidates are assessed throughout the program with multiple opportunities for reflection and self-assessment. Candidate assessments and evaluations are based on multiple sources of data that are cumulatively collected in a Reflective Growth Plan. The department faculty use formative evaluations at the end of each semester to evaluate the progress of candidates and the program itself.

The quantitative forms of candidate assessment utilize a rubric that collects different levels of data on four domains; (a) The Learner and Learning, (b) Content, (c) Instructional Practice and (d) Professional Responsibility. In order to characterize the knowledge, skills and dispositions of the teacher candidates, rubrics provide for four levels of descriptors, that is, Exemplary, Proficient, Developing, and Unacceptable. Data are gathered from multiple sources, including reflections from the candidates and observations from cooperating teachers. The data analysis for teacher candidate growth and proficiency and for program evaluation consists of frequencies of the indicators for each of the four domains.

Assessment of Candidate Proficiencies and Transition Points

There are three measured points in the Teacher Education Program: TEP I, TEP II and TEP III. All Stone Child College candidates are required to build an online Reflective Growth Plan (RPG) throughout the program which provides evidence of their attainment of the skills, dispositions, knowledge, and experiences necessary to be effective professional educators at each TEP stage. This Reflective Growth Plan is a continuous, performance-based process, and is the assessment tool for evaluating and guiding candidates' growth as developing educators.

The RGP is based upon the Education Department's conceptual framework and is organized around the four Domains, the ten InTASC principles, Montana PEPP Standards, and related Assessment Indicators.

For each Domain, candidates complete the following: 1. Articulate a statement of understanding for each InTASC principle in a **Reflective Essay**; 2. Gather and organize evidence; 3 Write reflective and summary statements about the evidence on an **Evidence Documentation Form**. 4. Share the draft documentation with others and revise. Each artifact of evidence will be submitted to a faculty member before presenting the RGP during a TEP I, II or III Interview.

Each piece of evidence will be evaluated with a standard rubric. One piece of evidence is required for each Domain for TEP I; two pieces of evidence for each InTASC Principle for TEP II; one additional piece of evidence per InTASC Principle for TEP III. The reflective essays and evidence are assessed based on the following ratings:

0= Unacceptable 1= Developing 2= Proficient 3=Exemplary

Unacceptable (0) is defined to be a level of work lacking clear demonstration of more than one of the essential elements being assessed.

Developing (1) is defined to be a level of work that indicates all essential elements have been demonstrated, but one of those critical elements are underdeveloped to the degree it would be prudent for the candidate to receive additional preparation in the underdeveloped area.

Proficient (2) is defined to be a level of performance that indicates all assessed elements have been developed to the degree that it is reasonable to conclude the candidate has succeeded in meeting the stated expectations of the assessment.

Exemplary (3) is defined to be a proficient candidate who has developed beyond expectations in 50% or more of the essential elements being assessed.

Candidates must score at least a 1 (Developing) on all artifacts of evidence. Candidates must have a minimum of 75% of scores at proficient or higher to pass the TEP I Interview and 80% of scores at proficient or higher to pass TEP II and TEP III.

Courses Designated for Assessment of InTASC Principles and PEPP Standards

TEP 1
Domain 1
Reflective Essay for InTASC Principle 1: EDU 220
Evidence Documentation Form for 10.58.532 (a): EDU 220

Domain 2
Reflective Essay for InTASC Principle 4: EDU 200
Evidence Documentation Form for 10.58.532 (b): EDU 200

Domain 3
Reflective Essay for InTASC Principle 8: EDU 270

Evidence Documentation Form for 10.58.532 (m): EDU 270

Domain 4
Reflective Essay for InTASC Principle 9: EDU 225

PEPPS 10.58.501 (j)
Reflective Essay for 501 (m): EDU 235
Evidence Documentation Form for 501 (m): EDU 235

TEP II
Domain 1
Reflective Essay for InTASC Principle 1: EDU 340
Evidence Documentation Form for 10.58.532 (a): EDU 340

Reflective Essay for InTASC Principle 2: EDU 337
Evidence Documentation Form for 10.58.532 (l): EDU 311 and EDU 337

Reflective Essay for InTASC Principle 3: EDU 309
Evidence Documentation Form for 10.58.532 (n) and (o): EDU 309

Domain 2
Reflective Essay for InTASC Principle 4: EDU 380
Evidence Documentation Form for 10.58.532 (b): EDU 380

Reflective Essay for InTASC Principle 5: EDU 480
Evidence Documentation Forms for 10.58.532 (c), (d), (e), (f), (g), (h), (i), (m): EDU 340, EDU 344, EDU 430, EDU 420, EDU 330, EDU 440, EDU 350, and EDU 380

Domain 3
Reflective Essay for InTASC Principle 6: EDU 307
Evidence Documentation Form for 10.58.532 (p): EDU 307

Reflective Essay for InTASC Principle 7: EDU 307
Evidence Documentation Form for 10.58.532 (j): EDU 307

Reflective Essay for InTASC Principle 8: EDU 480
Evidence Documentation Form for 10.58.532 (k): EDU 380 and EDU 480

Domain 4
Reflective Essay for InTASC Principle 9: EDU 460
Evidence Documentation Forms (3) for 10.58.501 (i): EDU 460

Reflective Essay for InTASC Principle 10: EDU 305
Evidence Documentation Forms for 10.58.501 (j); (k): EDU 305

PEPPS 10.58.501 (j)
Reflective Essay for 501 (L): EDU 311
Evidence Documentation Form for 501 (L): EDU 311 and EDU 337

TEP III
Domain 1
Reflective Essay for InTASC Principle 1: EDU 490
Evidence Documentation Form: EDU 490

Reflective Essay for InTASC Principle 2: EDU 490
Evidence Documentation Form: EDU 490

Reflective Essay for InTASC Principle 3: EDU 490
Evidence Documentation Form: EDU 490

Domain 2
Reflective Essay for InTASC Principle 4: EDU 490
Evidence Documentation Form: EDU 490

Reflective Essay for InTASC Principle 5: EDU 490
Evidence Documentation Form: EDU 490

Domain 3
Reflective Essay for InTASC Principle 6: EDU 490
Evidence Documentation Form: EDU 490

Reflective Essay for InTASC Principle 7: EDU 490
Evidence Documentation Form: EDU 490

Reflective Essay for InTASC Principle 8:EDU 490
Evidence Documentation Form: EDU 490

Domain 4
Reflective Essay for InTASC Principle 9: EDU 490
Evidence Documentation Form: **EDU 495**

Reflective Essay for InTASC Principle 10: EDU 490
Evidence Documentation Form: EDU 490

PEPPS 10.58.501 (j)
Reflective Essay for 501 (m): EDU 490
Evidence Documentation Form for 501 (m): EDU 490

Description of the Primary Critical Assessments of Candidate Proficiency in the Elementary Education Program

1) Elementary Education Content Assessment **- Praxis II (#5018) and completion of the Montana Assessment for Content Knowledge (MACK).**
Candidates must successfully complete the Elementary Education MACK requirements before referral for licensure.
The Montana Assessment for Content Knowledge rubric outlined below is used to evaluate teacher candidates and determine a Content Knowledge Score (CKS). The possible range for the CKS is 0-10. Teacher candidates must earn 7 or more CKS points on the Montana Assessment for Content Knowledge to be recommended for licensure/ endorsement by an accredited Montana EPP. Teacher candidates earning fewer than 7 CKS points or who score zero on any of the three rubric components shall not be recommended for licensure/endorsement. For candidates who receive a score of 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

1. Assessment of Content Knowledge Coursework GPA
The range for awarding points is 0-4 and will be calculated as follows:

GPA Points

3.50 – 4.00 4
3.00 – 3.49 3
2.65 – 2.99 2
2.00 – 2.64 1*
Below 2.00 0

2. Assessment of Content Knowledge Demonstrated During Student Teaching/ Clinical Practice
The range for awarding points is 0-3 and will be calculated as follows:

Descriptor Points

Knowledge is Advanced 3
Knowledge is Proficient 2
Knowledge is Basic 1*
Knowledge is Insufficient 0

Note: The assessment is completed by a cooperating teacher, college or university supervisor, or faculty member.

3. Assessment of Content Knowledge on appropriate Praxis test
The range for awarding points is 0-3 and will be calculated as follows:

Score Range Points

Meets/Exceeds OPI score 3
At least 90 % of OPI score 2
At least 80 % of OPI score 1*
Below 80 % OPI score 0

The SCC Elementary Education MACK form with cut scores is attached.

2) *Elementary Education Content Assessment* – Candidate GPA in the following two categories will be calculated after candidate completion of all required courses. **Candidates must have a 3.0 GPA and no grade lower than a C in any required course to be admitted to the Elementary Education Program. Candidates must have an average GPA of 3.0 in the professional education courses listed below for graduation and no grade lower than a C.**

- **General Education Select Courses GPA includes the following courses:**

  ART 110 Art Appreciation
  WRIT101 College Writing I
  NAS 101 History of Indians in U.S.
  NASX 100 Cree I
  MUS 110 Music Appreciation
  COMX 111 Public Speaking
  PSYX 100 Intro to Psychology
  BIOS 101 General Biology with Lab
  WRIT 201 College Writing II
  M130 Math for Elementary Teachers I
  PHSX 205N Fundamentals of Physics I
  PHSX 206N Fundamentals of Physics lab
  M131 Math for Elementary Teachers II
  PSCI 210 American Government/History
  ESCI 150 Atmospheric Science with lab

- **Elementary Education Professional Courses GPA**

  EDU 200 Intro to Education
  EDU 220 Human Growth and Development
  EDU 225 Intro to Education Psychology

EDU 235 Introduction to Indian Education
EDU 270 Instructional Technology
EDU 301 Language, Literacy & Text for Children
EDU 307 Curriculum, Planning and Assessment
EDU 305 Parent Partnerships and Community Collaboration
EDU 309 Guiding Social Development and Class Management
EDU 350 Methods of PE and Health Enhancement with 10 hr. field experience
EDU 311 Cultures, Diversity and Ed Ethics – includes field trip to MSDB
EDU 330 Methods: Teaching and Assess. Soc. Studies K-8
EDU 337 Teaching Exceptional Learners
EDU 344 Methods: Teaching Reading and Language Arts
EDU 340 Methods: Literacy Assessment, Diagnosis and Instruction
EDU 380 Clinical Experience Level 1- Seminar + 6 hr. per week field (K-3)
EDU 420 Methods: Teaching and Assessing K-8 Mathematics
EDU 430 Methods: Teaching and Assessing K-8 Science
EDU 440 Methods: Teaching Creative Arts (Music, Art, Drama . . .)
EDU 460 Action Research in Education
EDU 480 Clinical Experience Level 2- Seminar + 10 hr. per week field (4-8)
EDU 490 Student Teaching for Elementary Education
EDU 495 Reflective Practice and Research in Education

3) ***Student Teaching Assessment*** **–Observation Instrument** This assessment is completed at mid-term and as a final evaluation of the Student Teaching Experience by the course instructor or a College Supervisor, the Cooperating Mentor Teacher, and the candidate. Candidate scores for the final evaluation are used as a critical assessment of candidate outcomes.

4) ***Impact on Student Learning*** **– Action Research Rubric** Candidates will draw conclusions based on their action research project data regarding the impact of their teaching on student learning. Candidates complete the action research project during EDU 495, Reflective Practice and Research in Education, taken concurrently with Student Teaching. Please see the Action Research Rubric attached.

5) ***Standards Assessment –Reflective Growth Plan (RGP) for InTASC Standards and the 11 Montana teaching standards (ARM 10.58.501)*** within four Domains: "the learner and learning," "content," "instructional practice," and "professional responsibility." Candidates will present their Reflective Growth Plan at three stages during the Elementary Education Bachelor's Program: Stage 1: upon program entry or during the sophomore year; Stage II: before student teaching; and Stage III upon completion of student teaching. During each stage, candidates will develop a digital Reflective Growth Plan reflecting on and

documenting their skills, knowledge, dispositions and experiences with regards to each of the InTASC/501 Standards. RGP scores from the final portfolio evaluations will be used as a critical assessment.

6) ***Additional Standards Assessment*** **– Professional Responsibility and Dispositions**

One of the most important attributes of good teaching and quality teacher preparation is the development of positive, professional dispositions. Teacher candidates must understand the subtleties of professional demeanor, effective conflict resolution, respectful practice, and professional presentation. To this end, the SCC Education Department has established a "Professional Responsibility and Dispositions Assessment" with the goal of providing candidates with the strategies and tools they need to successfully interact with peers, professional educators, and community members.

Preliminary Data

Current Enrollment

Candidate Data	**January 2018**
Total Candidates	16
Ethnicity	
American Indian	16
White	0
Hispanic	0
African American	0
Gender	
Male	7
Female	9
Full time/part time status	
Part time	0
Full time	16
Program year	
Freshman	1
Sophomore	5
Junior	10
Senior	0
Average GPA	3.3
Median GPA	3.2

Standards Alignment

Domain 1: The Learner and Learning	Description	PEPPS	Assessment Indicator
InTASC Principle 1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	10.58.501 (a); 10.58.532 (a)	1.1 Design and implement developmentally learning experiences for all learners
InTASC Principle 2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	10.58.501 (b) 10.58.532 (l)	1.2 Ensure an inclusive environment for each learner
InTASC Principle 3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.	10.58.501 (c) 10.58.532 (n), (o)	1.3 Develop and maintain a positive learning environment that engages all learners
Domain 2: Content	**Description**	**PEPPS**	**Assessment Indicator**
InTASC Principle 4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	10.58.501 (d) 10.58.532 (b)	2.1 Demonstrate understanding of content area by using central concepts, tools of inquiry, and structure of the discipline; 2.2 Make discipline accessible and meaningful for learners
InTASC Principle 5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	10.58.501 (e) 10.58.532 (c), (d), (e), (f), (g), (h), (i), (m)	2.3 Integrate cross-disciplinary skills, such as critical thinking, problem solving, creativity, and communication to help learners learn the content
Domain 3:	**Description**	**PEPPS**	**Assessment Indicator**

Instructional Practice			
InTASC Principle 6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	10.58.501 (f) 10.58.532 (p)	3.1 Develop and use multiple methods of assessment
InTASC Principle 7: Planning for Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	10.58.501 (g) 10.58.532 (k)	3.2 Plan for instruction aligned to content standards
InTASC Principle 8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	10.58.501 (h) 10.58.532 (J)	3.3 Use a variety of instructional strategies effectively; 3.4 Differentiate instruction for all learners • For students with disabilities • For English language learners 3.5 Use technology effectively to support instruction
Domain 4: Professional Responsibility	**Description**	**PEPPS**	**Assessment Indicator**
InTASC Principle 9: Professional Learning and Ethical Practice	The candidate teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	10.58.501 (i); (j)	4.1 Engage in ongoing professional learning to provide all learners with engaging learning experiences 4.2 Evaluate outcomes of teaching using a variety of data, including systematic observation, information

			about learners, research to adapt planning and practice 4.3 Reflect on teaching practices to improve instruction
InTASC Principle 10: Leadership and Collaboration	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	10.58.501 (k)	4.4 Work collaboratively with colleagues to meet the needs of all learners
	The teacher demonstrates understanding of and ability to integrate history, cultural heritage, and contemporary status of American Indians and tribes in Montana.	10.58.501 (l)	

Elementary Education Standards **MT PEPPS 10.58.532**	**Courses in addition to EDU 490**
(1) The program requires that successful candidates:	Assessed in…
(a) demonstrate knowledge and understanding of the major concepts, principles, theories, and research related to the development of children and young adolescents and apply these understandings to construct learning opportunities that support individual student development, acquisition of knowledge, and engagement in learning;	EDU 220; EDU 225
(b) demonstrate knowledge, understanding, and use of the central concepts as outlined in Montana content standards, tools of inquiry, and structures of content for students across grades K-8 and engage students in meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels;	EDU 307
(c) demonstrate knowledge and understanding of theory and research and apply knowledge in the areas of language, speaking and listening, reading and writing processes, literature, print and non-print texts, which are inclusive of texts from and about American Indians and tribes in Montana; and technology, and plan, implement, assess, and reflect on English/language arts and literacy instruction that promotes critical thinking and creates engagement;	EDU 301, EDU 340 and EDU 344
(d) demonstrate knowledge, understanding, and use of the fundamental concepts of physical, life, earth, and space sciences to design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, to convey the nature	EDU 430

of science, the concepts in science and technology, the history and nature of science, including scientific contributions of American Indians and tribes in Montana;	
(e) demonstrate knowledge, understanding, and use of the major concepts and procedures that define number operations, algebra, geometry, measurement, data analysis and probability to engage elementary students in problem solving, reasoning, constructing arguments, communication, connections, and representation, including culturally inclusive lessons and examples relating to American Indians and tribes in Montana;	EDU 420
(f) demonstrate knowledge, understanding, and use of the major concepts and modes of inquiry from the social studies, the integrated study of history, government, geography, economics, including personal financial literacy, and an understanding of the social sciences and other related areas to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society, including the cultural diversity of American Indians and tribes in Montana, and interdependent world;	EDU 330
(g) demonstrate knowledge, understanding, and use of the content, functions, and achievements of dance, music, theater, and the visual arts as primary media for communication, inquiry, perspective, and engagement among elementary students, and culturally diverse performing and visual arts inclusive of the works of American Indian artists and art in Montana;	EDU 440
(h) demonstrate knowledge, understanding, and use of the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health for all elementary students;	EDU 350
(i) demonstrate knowledge, understanding, and use of human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for all elementary students;	EDU 350
(j) demonstrate knowledge, understanding, and use of interdisciplinary connections to integrate subject matter contents, employing inclusive ideas and issues that engage students' ideas, interests, concerns, and experiences;	EDU 307
(k) plan and implement instructional strategies based on knowledge of individual students, learning theory, content, connections across the curriculum, curricular goals, and community;	EDU 380 and EDU 480
(l) demonstrate understanding of how elementary students, within different populations, including American Indians and tribes in Montana, differ in development and approaches to learning and demonstrate the ability to differentiate instruction for learners of all cognitive abilities;	EDU 235, EDU 311 and EDU 337
(m) demonstrate knowledge of proven instructional strategies and use this knowledge to develop elementary students' ability to use critical thinking, problem solving, and current and emerging technologies;	EDU 270, EDU 380 and EDU 480

(n) demonstrate knowledge and understanding of individual and group motivation and behavior and apply this knowledge and understanding to foster active engagement in learning, self-motivation, and positive interaction and to create supportive learning environments;	EDU 309
(o) use knowledge and understanding of effective verbal, nonverbal, and media communication techniques in elementary learning environments to foster active inquiry, collaboration, and supportive interaction among students; and	EDU 309
(p) demonstrate knowledge and understanding of formative and summative assessment strategies and use this knowledge and understanding to evaluate and ensure the continuous intellectual, social-emotional, and physical development of elementary students.	EDU 307

Assessment Forms and Rubrics

Stone Child College's Elementary Education Program

Montana Assessment of Content Knowledge (MACK)

Candidate:_____ **Date:**_____

Content Course Work GPA

Course	Course Description	Grade	GPA
ART 110	Art Appreciation		
WRIT101	College Writing I		
NAS 101	History of Indians in U.S.		
NASX 100	Cree I		
MUS 110	Music Appreciation		
COMX 111	Public Speaking		
PSYX 100	Intro to Psychology		
BIOS 101	General Biology with Lab		
WRIT 201	College Writing II		
M130	Math for Elementary Teachers I		
PHSX 205N	Fundamentals of Physics I		
PHSX 206N	Fundamentals of Physics lab		
M131	Math for Elementary Teachers II		
PSCI 210	American Government/History		
ESCI 150	Atmospheric Science with lab		
Average GPA			

GPA	*Points*
3.50 – 4.00	4
3.00 – 3.49	3
2.65 – 2.99	2
2.00 – 2.64	1*
below 2.00	0

GPA Point Score:_____

Student Teaching Assessment Points

Student Teaching Assessment Score:_____

Descriptor	*Points*
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1*
Knowledge is Insufficient	0

PRAXIS II Elementary Knowledge Test

Praxis II Points:_____

ELEMENTARY EDUCATION 5018	
Score Range	*Points*
200-163	3
162-147	2
146-130	1*
Below 130	0

Total MACK Score:_____

Meets requirements for licensure:
_____

Reviewed by:_____Date:_____

For candidates receiving a score of 1* on rubric components 1, 2, or 3, each Montana EPP will conduct a further individualized review of the candidate's content knowledge and teaching skills, based on established policy, to ensure that the candidate merits recommendation for licensure/endorsement.

Stone Child College
Education Department

Action Research Project

EDU 495

Candidate: _____Date:_____Instructor:_____

Design and conduct an action research project.

Criteria	**Unacceptable (0)**	**Developing (1)**	**Proficient (2)**	**Exemplary (3)**
Action research project on assessment of student learning. Includes assessment data (summary of student work) demonstrating what students learned when candidate was teaching three consecutive lessons or a unit. What modifications were made based on student learning? Display as a grid comparing early, middle, and later student learning experiences. **(EDUC 495)** **Score:_____**	No conclusions are drawn or are not based on the data. Several grammar, punctuation, and spelling errors. Writing is not well organized and clear.	Conclusions are drawn from the data and background information, but conclusions are weakly supported by the data. Only a few grammar, punctuation, and spelling errors.	Conclusions are drawn from & supported by the data and background information. Implications for teaching & learning are stated but may not be completely connected to the data. No grammar, punctuation, or spelling errors.	Conclusions are drawn from & clearly supported by the data and background information. Implications for teaching & learning are clearly stated and supported with the data. Appropriate implications for instruction are discussed. No grammar, punctuation, or spelling errors.

Rubric Score _____