

**Department of Elementary, Early and Special Education**  
**Elementary Education Program**  
**2010-2011 Program Data Analysis Report**

<b>Assessment</b>	<b>Measurement Criteria</b>	<b>Data Collection Date</b>	<b>Faculty Responsible</b>	<b>Results&amp; Analysis</b>	<b>Course of Action</b>
1. Block II Lesson Plan/Rubric ACEI 3.5-48A, 3.5-49A, 3.1-35B, 2.1-6C, 2.1-5A, 2.1-4A, 5.1-56B.	80% or higher meet the criteria	Fall 2010 and Spring 2011	Larry Bohannon	<b>Reading:</b> Over 80% of candidates met the ACEI indicators. Results show that candidates score low on explaining the strategy used to the students and its impact on reading (ACEI 2.1-4A, 5.1-56B). This also impacts a low score on the reflection of the effectiveness of the strategy.	Candidates will be given specific strategies to implement in lesson plans submitted in EL 316 and EL 317 and have candidates use the strategy on their own. Candidates will then reflect on its effectiveness and what he/she would do differently.
2. Block III Literacy Scoring Guide ACEI 1, 2.1	80% or higher meet the criteria	Fall 2010 and Spring 2011	Judy Thurston	<b>Reading:</b> Approximately 60% of the candidates met the indicators ACEI 2.1on instruction. Results lacked evidence supporting rubric criteria. Data reflect students' inability to use comprehension strategies in content area lesson plans.	In EL354 and EL355 specific strategies will be modeled for candidates to implement in the content areas. More collaboration with content area instructors during the monthly program meetings to decide common lesson plan format(s).
3. Block III Science Rubric (ACEI 2.2-16A, 1-1B, 3.1-34A, 3.1-35D, 3.1-36A, 3.1-37A, 3.5-48A, 3.5-49A, 4-50A, 3.1-35B) Math Rubric (ACEI 2.3-22A, 3.2-	80% or higher meet the criteria	Fall 2010 and Spring 2011	Tahsin Khalid	<b>Social Studies</b> Over 80% of candidates met the ACEI indicators used to collect data.  <b>Math:</b> Except for two indicators History of Math and Connection	<b>Social Studies:</b> Block III faculty will continue working with each other to ensure continued success in Social Studies.  <b>Math and Science:</b> Block III faculty will work on these indicators identified and provide more instruction how the past

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<p>40C, 1-1B, 3.1-34A, 3.1-35D, 3.1-36A, 3.1-37A, 3.5-48A, 3.5-49A, 4-50A, 3.1-35B)          Social Studies Rubric (ACEI 2.4-24A2.4-24 B2.4-24C3.1-37A</p>				<p>Among and Across Content Areas (ACEI 2.3-22A, 3.240C and 3.1-34A), over 80% of candidates met all other indicators.</p> <p><b>Science:</b> Except one indicator, Connection Among and Across Content Areas (ACEI 3.1-34A) between 80% and 95% of candidates met all the other indicators.</p>	<p>history impacts the math concepts today. Faculty will also provide instruction to explain how content areas are interconnected. The faculty will encourage candidates to include Language Arts in the Math unit. The candidates will also be encouraged to add a Language Arts Goal to the Science unit.</p>
<p>4. Teacher Work Sample Block IV -Analysis of Student Learning From Chalk and Wire</p>	<p>80% or higher meet the criteria</p>	<p>Fall 2010 and Spring 2011</p>	<p>Shonta Smith</p>	<p>Over 90 % of teacher candidates met the indicator on the Analysis of Student Learning. Results indicate teacher candidates can report their own impact on student learning.</p>	<p>To challenge the analysis of student data faculty need to provide students with additional training in differentiated instruction and culturally responsive teaching to identify diverse learners. (Introduction in EL316, 317 and instruction in EL350)          Professional development for collaboration of faculty for differentiated instruction and culturally responsive teaching.</p>
<p>5. Grades</p>	<p>80% or higher meet the criteria</p>	<p>Fall 2010 and Spring 2011</p>	<p>Min Zou</p>	<p>Fall 2010:</p> <ul style="list-style-type: none"> <li>Students scored low in Math courses, i.e., MA118, MA318, MA418, with relatively low percentage of students in A &amp; B,</li> </ul>	<p>Elementary instructors will analyze the data every year, to be better informed when planning instruction.</p> <p>Block III instructors in EL 353 will</p>

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				<p>ranging from 48% to 67%, and higher percentage in C, from 20% to 29%.</p> <ul style="list-style-type: none"> <li>• The lowest scored course: EC 101: 43% in A &amp; B, 29% in C, 22% in D and 1% in F.</li> <li>• The other low scored courses: PS 103 - 57% in A &amp; B, 23% in C, 7% in D, 7% in F and UI 308 – 58% in A &amp; B, 0% in C, 24% in D and 9% in F.</li> <li>• Lower scored courses: <ul style="list-style-type: none"> <li>○ MA 418 – 38% in A &amp; B, 31% in C, 17% in D, 3% in F.</li> <li>○ PS 103 – 45% in A &amp; B, 11% in C, 4% in D, and 6% in F.</li> <li>○ EC 101 – 46% in A &amp; B, 36% in C, 14% in D, and 2% in F.</li> </ul> </li> </ul>	<p>differentiate instruction to support candidates in order to teach math concepts.</p> <p>Share the course results with the appropriate departments with the low scores.</p>
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6. Praxis II	80% or higher meet the criteria	Spring 2010	Cindy Elledge	<p>Data for the period 09/01/2009 to 8/31/2010 indicate that except for science test scores, all the other scores were below the state and the national average. For example, the data for reading test indicate that the Southeast Missouri State University average is 73% as compared to the state average of 74% and the National average of 75%. The average for science scores is 79% which is similar to the state average and a degree higher than the national average of 78%. According to the latest data report</p> <p>Praxis Scores for 2010-11</p> <p>On campus 178.31</p> <p>Transfer 170.11</p> <p>Regional ranging from 157.33 (K)-174.43 ( M)</p> <p>Transfer students 170</p>	<p>Continue the “Practice Praxis” sessions each semester, offering sessions prior to the scheduled testing dates.</p> <p>Review the “ETS TEST at a Glance” and compare it with “Block” curriculum to determine the gaps.</p> <p>Create a survey to obtain feedback from students to determine areas of curriculum concerns in the program.</p>
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