

Completion of the Assessment Plan requires only the first 5 columns. At the end of the AY in the Assessment Report, all Unit Outcomes (UO) should have results and analysis, indicate if criteria/target was met or not met, and use of results for improvement. The Timeline below will indicate when the activity will be completed.

Planning and Assessment of Unit Outcomes

[College of Agriculture, Community and the Sciences

[School of Education Human Development, and Consumer Sciences)

July 1, 2021 June 30, 2022, Jan 12 2023

Unit Mission Statement: As the first public institution of higher education to prepare African American teachers in Kentucky, the School of Education and Human Development is grounded in history, theory, and research. Building on our proud legacy, we now form a diverse, supportive community that promotes cultural competence, provides access to resources, creates opportunities for meaningful learning, engages in effective problem solving, and activates positive system change for all.

Unit Goals:	Goal 1: Collaborate with partners to create and implement a dynamic strategic plan to transition School of Education programs into programs of distinction.
	Goal 2: Collaborate with partners to improve student recruitment and enrollment.
	Goal 3: Collaborate with partners to increase student retention and graduation.
	Goal 4: Collaborate with partners to improve academic excellence, career readiness, and successful employment.
	Goal 5: Strengthen alumni relations
	Goal 6: Serve as a learning development resource.

ASSESSMENT PLAN

ASSESSMENT REPORT

Unit Goals (Indicate G1, G2, G3, etc. from above)	Unit Outcomes (UO)/Student Learning Outcomes (SLO)*	Timeline	Measurement Tool(s)	Criteria for Success/Performance Target(s)	Results and Analysis	Met or Not Met	Use of Results for Improvement
G6	UO/SLO 1 Teacher candidates possess content knowledge in reading/language arts, mathematics, science, and social studies to provide	Assessed 20-21 (Annually)	Licensure tests (Praxis II)	90 % of teacher candidates pass the test on first attempt	Elem. Ed.- 1/1=100% Math Ed- 1/1=100% MASPE- 1/1=100% CDF- N/A IECE- N/A Music Ed.- N/A	Elem. Ed- Met the goal Math Ed- Met the goal	*The teacher candidates need additional online and hardcopy resources to assist with passing the exam.

*If you have more than one outcome for a goal, additional rows may be added. Academic support units may also have student learning outcomes. Please indicate either UO or SLO in each row.

<p>instruction and guidance to students in elementary grades K-12.</p>					<p>Math Ed.- N/A Biology Ed.- N/A Soc. St. Ed.- N/A English Ed.- N/A PE Tch- 1/1=100%</p> <p>*Although the teacher candidates pass rates on the first attempt did not meet the criteria for success, the EPP continues to make positive changes to the program, and making an intentional effort to produce students that not only can pass the exam, but become great educators in and out of the classroom.</p> <p>*The students were in need of updating on new technological methods of instruction and learning practices, to enhance the acquisition skills of content being instructed and observed.</p> <p>*The teacher candidates were in need of any updates on</p>	<p>*Content being taught in each course needs to be tested on a more consistent basis for student acquisition purposes</p> <p>*The EPP will develop Praxis II practice courses that are in correlation with required Praxis II PD's on a BI-weekly basis</p> <p>*The EPP will begin working with teacher candidates at an early stage in the program to prepare for the Praxis II</p> <p>*The EPP will place more of an emphasis during recruitment, on students that</p>
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					<p>policies and interpretations of effective instruction in the field of education.</p> <p>*The EPP has mandated that all Education courses infuse Praxis strategies and opportunities for practice on a consistent basis throughout the semester.</p> <p>*The other programs did not have any student data to report, due to no students taking the exam during the 20-21 academic year.</p>		<p>can acquire and sustain content at a much faster pace over the course of the program. Furthermore, seeking students with higher GPA's and ACT scores.</p> <p>*The EPP has mandated that all Education courses infuse Praxis strategies and opportunities for practice on a consistent basis throughout the semester.</p>
G6	UO/SLO 2 Teacher candidates possess content knowledge in assessment, professional development, leadership, community, and analysis of instructional scenarios to provide instruction	Assessed 20-21 (Annually)	Licensure test: PLT (Principles of Learning and Teaching)	90% of teacher candidates pass the test on first attempt.	<p>PLT (K-6)-4/4=100% Elem. Ed.-1/1= 100% MASPE-IECE Music Ed.- 1/1 PE Teach- 2/2= 100%</p> <p>PLT (712)=1/2=50%</p> <p>Soc. St.- 1/1= 100% Biology Ed.- N/A Math Ed.- 0/1= 0% English Ed.- N/A PE Teaching-N/A</p>	<p>*Students in the primary programs met the goal set forth by the school</p> <p>*Students in the Secondary programs did not meet the</p>	<p>*Content being instructed to Teacher Candidates will place more of an emphasis on the principles of learning and teaching</p> <p>*Teacher candidates will be tested on a</p>

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	<p>and guidance to students in grades k-12, using the KTS/CAEP standards.</p>				<p>*Although the teacher candidates pass rates on the first attempt did not meet the criteria for success, the EPP continues to make positive changes to the program, and making an intentional effort to prepare students that not only can pass the exam, but become great educators in and out of the classroom.</p> <p>*The students were in need of updating on new technological methods of instruction and learning practices, to enhance the acquisition skills of content being instructed and observed.</p> <p>*The teacher candidates were in need of any updates on policies and interpretations of effective instruction in the field of education</p>	<p>goal set forth by the school.</p>	<p>more consistent basis in reference to leadership, and analyzing instructional scenarios</p> <p>*The EPP will acquire and implement more online teaching tutorials, that provide the student with the essential resources to practice/review various aspects of the profession</p> <p>*The EPP will require students to take the PLT exam at an early stage in the program, thus providing the student an opportunity to get an early overview of the</p>
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							<p>content on the exam.</p> <p>*The EPP has mandated that all Education courses infuse Praxis strategies and opportunities for practice on a consistent basis throughout the semester.</p>
G6	<p>UO/SLO 3 Teacher candidates demonstrate effective pedagogy in the elementary and secondary school learning environment to enhance acquisition of content, through their understanding of methods implemented within the classroom to create learning opportunities that support the development of all students in grades K-12, using the</p>	Assessed 21-22	<p>Unit Plan (Teacher Work Sample)</p> <p>UG- (EDU 454)</p> <p>G- (ESP 574 and ESP 575 and Option 6)</p>	90% of Teacher candidates score 80% on the CAO after being observed from the unit plan provided.	<p>Elem. Ed.- 4/4=100% MASPE- 1/1=100% CDF- IECE- Music Ed.- Math Ed.- Biology Ed.- Soc. St. Ed.- English Ed.- PE Tch- 2/2= 100%</p>	Goal met	<p>*The EPP has mandated various instructional and planning strategies to assist students with creating lesson plans that meet the needs of all students in the classroom.</p> <p>*The EPP has also placed an emphasis on professional development opportunities for students that occur on and off the field of study</p>

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	KTS/CAEP standards.						*The EPP has implemented the change of EPSB legislation allowing students to substitute teach throughout their enrollment in the program, providing students more opportunities to acquire knowledge of preparing unit plans and instruction.
G1, G3, G4, G5, G6	UO/SLO 4 Teacher candidates will demonstrate the following eight dispositions: 1) Committed to the pursuit of knowledge, 2) committed to diversity as a cardinal principle of equitable education, 3) demonstrate respect and enthusiasm for the practice and profession of teaching, 4) respect the accepted legal	Assessed 22-23	The Disposition & Values & Behaviors Assessment UG- (EDU 454) G- (ESP 574 and ESP 575 and Option 6)	90 % of Teacher candidates score, "accomplished" on the rating scale.	Elem. Ed.9/9= 100% MASPE 5/5= 100% CDF- IECE- Music Ed.- 1/1=100% Math Ed.- Biology Ed.- Soc. St. Ed.- English Ed.- PE Tch- 1/1=100%		The EPP placed a significant focus on student teacher growth in relations to dispositions of the profession. The EPP also emphasized student teachers attending various professional developments and school related events for development purposes. The EPP also placed an

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	and ethical norms and values of education, 5) actively collaborate with colleagues, parents, and students, 6) exercise personal management behaviors, 7) practice reflective thinking for continuous professional and personal improvement, and 8) demonstrate effective communication skills to promote personal and educational learning outcomes for consistency, and growth purposes.						emphasis on after lesson reflection with student teachers to immediately address any concerns or strategies.
G1, G2, G3, G4, G5, G6	UO/SLO 5 Teacher candidates demonstrate teaching effectiveness based on Kentucky's Framework for Teaching, and the five domains: 1)	Assessed 23-24	Candidate Assessment and Objectives (CAO)- UG- (EDU 454) G- (ESP 574 and ESP 575 and Option 6)	90% of teacher candidates score, "accomplished" on the rating scale.	Elem. Ed.7/7= 80% MASPE CDF- IECE- Music Ed.- 1/1=80% Math Ed.- Biology Ed.- Soc. St. Ed=1/1= 85%		The EPP created a clinical course to place a heavy emphasis on instructional and professional development, before the

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	planning and preparation, 2) classroom environment, 3) instruction, 4) professional responsibilities, and 5) technology.				English Ed= 2/2= 80% PE Tch-	students begin student teaching. The EPP was very intentional on student placement and making sure students were placed in environments where they could develop and build solid relationships over a short amount of time.
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Describe your assessment process from the planning phase through using the results for improvement (closing the loop). Describe your review process for continuous improvement.

The Assessments are analyzed within the School of Education Meetings, and validated within the Teacher Education Committee (TEC), for accuracy, accountability and data driven purposes. The assessment feedback is discussed within the SEHDCS and TEC meetings to improve the EPP and develop solutions to improve student and faculty performance. The assessments are validated on an annual basis.

The Assessment Plan and Report shall be signed off by the Unit Lead and the VP/Director indicating the unit engaged in planning and assessment activities for continuous improvement.

Unit Lead (Print Name): Dr. Phillip H. Clay	<i>Dr. PHC Jr.</i>	9/1/2024
VP/Director Name: Dr. David Shabazz		

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