

Inventory of Educational Effectiveness Indicators - Option E1: Part A
Education Department
Johnson State College
Bachelor of Arts in Elementary Education

I. Formal Learning Outcomes

Students who successfully complete the major in Elementary Education will:

- Demonstrate mastery of basic skills in reading, writing and mathematics
- Demonstrate satisfactory knowledge of content areas taught at the elementary school level. (Language Arts, Social Studies, Mathematics, and Science)
- Design and implement well organized, standards-based lesson and unit plans
- Be knowledgeable of child development, exceptionalities, literacy development, technology integration, and demonstrate skill in planning and implementing instructional activities that meet the needs of diverse learners
- Demonstrate skill in using reflection as a means of improving classroom teaching skills
- Demonstrate collaboration and advocacy skills by working successfully with colleagues, parents and the community at large for purposes of improving the educational experience for all children
- Demonstrate the classroom teaching skills expected of beginning classroom teachers.

II. Publication of Learning Outcomes

The Learning Outcomes for the Bachelor of Arts in Elementary Education are published in the following sources:

- The current Johnson State College Catalogue
jscadmissions@jsc.edu
- The *Johnson State College Student Teaching Handbook*
<http://www.jsc.vsc.edu/Academics/Education/default.aspx>
- Appropriate course syllabi

III. Evidence used to determine mastery of stated degree outcomes

- **Demonstrate mastery of basic skills in reading, writing and mathematics**
 - Successful completion of the Praxis I Pre-Professional Skills Test
 - Successful completion of JSC Writing Proficiency Exam
 - Successful completion of the JSC Quantitative Reasoning Graduation Standard
 - Completion of JSC General Education requirements

- **Demonstrate satisfactory knowledge of content areas taught at the elementary school level. (Language Arts, Social Studies, Mathematics, and Science)**
 - Successful completion of the Praxis II Pre-Professional Skills Test
 - Successful completion of the 30 credit content concentration as approved by the Vermont Department of Education

- **Design and implement well organized, standards-based lesson and unit plans**
 - Performance assessments during student teaching
 - Required entry for the Vermont Teacher Licensure Portfolio
 - Required and described in many education methods course syllabi

- **Be knowledgeable of child development, exceptionalities, literacy development, technology integration, and demonstrate skill in planning and implementing instructional activities that meet the needs of diverse learners**
 - Required in specific entries of the Vermont Teacher Licensure Portfolio
 - Required products in specific JSC teacher licensure courses

- **Demonstrate skill in using reflection as a means of improving classroom teaching skills**
 - Required in weekly journal entries during student teaching
 - Required as an essential component of the Vermont Teacher Licensure Portfolio
 - Increased emphasis required in teacher licensure courses

- **Demonstrate collaboration and advocacy skills by working successfully with colleagues, parents and the community at large for purposes of improving the educational experience for all children**
 - Component of the student teaching final evaluation
 - Required by the Vermont Licensure Portfolio (Entry 3)
 - Component of the JSC Student Teaching Readiness Assessment

- **Demonstrate the classroom teaching skills expected of beginning classroom teachers.**
 - Successful completion of two separate and unique student teaching experiences
 - Demonstrate the Elementary Education Teacher Competencies as defined by the Vermont Department of Education by submitting an acceptable Vermont Teacher Licensure Portfolio

NOTE: The JSC Education Department also employs other means, such as surveys of cooperating teachers and community meetings with students, to gather information used for program improvement.

IV. Interpretation of Evidence

- Vermont Teacher Licensure Portfolio – Each portfolio is evaluated by two Education Department faculty members and is given a final review by the JSC Licensing Officer. The evaluation is conducted by following the scoring rubric required by the Vermont Department of Education. Faculty from JSC departments that serve teacher licensure candidates are invited to participate in the process.
- Praxis I and Praxis II Examinations – To be recommended for Vermont Teacher Licensure, candidates must pass the Praxis examinations by earning minimum scores as prescribed by the Vermont Department of Education.
- Student Teaching Evaluation – The cooperating teacher and the JSC supervisor collaborate to determine the proficiency of student teachers. The final grade for student teachers is determined by the JSC supervisor after careful consultation with the cooperating teacher.
- JSC Writing Proficiency Exam – The student essays written for this purpose are read and evaluated according to identified criteria by a committee of JSC faculty members.
- Quantitative Reasoning – Students satisfy this requirement by passing the Quantitative Reasoning Exam or by successfully completing an approved Quantitative Reasoning course.
- Course Requirements – The quality of projects related to program outcomes that are embedded in teacher licensure courses are evaluated by the course instructor.
- Student Teaching Readiness Assessment (STRA) – Students receiving negative feedback on the STRA are referred to their academic advisor to devise a plan to address the identified deficiencies.
- Survey Results – Data gathered from community meetings and cooperating teacher surveys concerning program improvement are reviewed by the Education Department Chair and presented to the Education Department Faculty for possible action.

V. Recent Changes Made Using Data Gathered

- Added an additional methods course to our curriculum which increased the amount of clinical experience for students seeking secondary licensure
- Added an introductory education course (EDU 2030 - Engaged in Creative Teaching and Learning) to the teacher education program
- Alter Student Teaching Seminar Structure to include two sessions devoted to Teacher Licensure Portfolio entries
- Revise an Education Course (EDU 3020 - Educational Psychology) to meet the criteria for an approved Quantitative Reasoning course.
- Expanded capacity to offered Student Teaching Seminars at three locations (JSC, Montpelier, and Rutland)
- Revise teacher licensure courses to align with the criteria set by the Vermont Teacher Licensure Portfolio
- Improved communication and alignment of the JSC on-campus teacher education program and the JSC External Degree Program
- Schedule and conduct a Student Teacher Orientation Meeting each semester
- Conduct meetings via Vermont Interactive Television to make access easier for students who reside some distance from campus

VI. Dates of the Most Recent Program Review

The teacher education programs of Johnson State College were last formally reviewed by the Vermont Department of Education Professional Standards Board in June of 2006. A follow-up report was submitted and approved in June of 2008. The next program review by the Vermont DOE is due in 2012.

Inventory of Educational Effectiveness Indicators - Option E1: Part B
Education Department
Johnson State College
Bachelor of Arts in Elementary Education

I. State Accreditation Held by JSC Teacher Education Program

- Vermont Department of Education – Vermont Standards Board for Professional Educators (VSBPE)

II. Date of latest Accreditation Action

- July 15, 2009 – Letter from the VSBPE

III. Issues for Continuing Accreditation

- Continued improvement in Secondary Teacher Preparation
- Address lack of faculty resources in department

IV. Performance Indicators Identified by the JSC Education Department

- Design and addition of an additional methods course that substantially increases field experience experiences for secondary licensure students prior to student teaching
- Increased collaboration between JSC and local high schools
- Hiring of a new faculty member (Dr. David McGough) in fall of 2009 possessing secondary education expertise
- National search for two additional faculty members to serve the Education Department (Search is ongoing – Successful candidates will be on full time faculty roster for fall semester 2010)

V. Date and Nature of Next Scheduled Review

- June 1, 2010 - Letter to the VSBPE outlining the progress towards implementing revisions in the secondary licensure program
- Status of the faculty search and hire process
- Next Formal review of the JSC Teacher Education Programs is scheduled for 2012