

PROGRAM CHAIR'S ASSESSMENT REPORT

Canvas
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Program: Teacher Education Program Chair: M. Stupka Report for the year: 2020-21 Date report submitted: 7/ 21/21

I. Program Goals: This chart is used to summarize the assessment activities and results that specifically address your program goals. Consider each goal and complete the chart as directed. **However, if you have focused on certain selected goals only for this year, highlight/designate those for particular emphasis.** Use additional appendices as needed.

This goal #	Tools or activities used to assess this goal	Results of this goal's assessment(s) (provide data: e.g., summaries, averages, etc.)	Implications and/or recommendations for improving students' learning related to this goal	*Status of Goal (4..3..2..1)
1	<ul style="list-style-type: none"> • Final Evaluation of Student Teaching Form (FEST) • Portfolio II (PORT) • PRAXIS II (capstone) Exam 	<ul style="list-style-type: none"> • Avg. rating of 3.5 (on a 4-pt. scale) on FEST • Avg. rating of 3.52 (on a 4-pt. scale) on Portfolio II • Praxis II Exam result averages for 2020-21 school year*: <ul style="list-style-type: none"> -Test 5018: 170 (3 participants) -Test 5039: 184 (1 participant) -Test 5622: 178 (3 participants) -Test 5624: 182 (2 participants) -Test 5941: 149 (1 participant) *These are all passing scores. (Please note: not all graduates have completed the Praxis II exams.) 	<ul style="list-style-type: none"> • These assessment results indicate that we continue to meet this goal with strength. The FEST, Portfolio II ratings, and Praxis 2 test scores continue to provide evidence that our graduates are quite solid in their understanding and ability to communicate content knowledge. • The FEST ratings were up slightly from 3.4 last year, and the Portfolio II assessments were slightly lower from last year's average (3.59). The Praxis test scores were similar to last year's results; some test scores were somewhat higher, while other scores were a bit lower. Once again, all of our graduates that have taken the Praxis II exam this spring have passed by scoring considerably higher than the minimum standard. 	4
2	<ul style="list-style-type: none"> • FEST • PORT 	<ul style="list-style-type: none"> • Avg. rating of 3.4 • Avg. rating of 3.63 	<ul style="list-style-type: none"> • This year's FEST average is slightly lower than last year's average, but the Portfolio 2 average jumped once again this year. Last year the average was 3.49, and this year's average was 3.63. • We conclude that this goal has been met with strength as our candidates are becoming more proficient in understanding and meeting the needs of diverse learners. 	4
3	<ul style="list-style-type: none"> • FEST • PORT 	<ul style="list-style-type: none"> • Avg. rating of 3.6 • Avg. rating of 3.42 	<ul style="list-style-type: none"> • The FEST rating increased from 3.5 last year to 3.6 this year in the instructional process category. However, the Portfolio 2 rating dropped from a 3.51 average to 3.42 this year. We want to continue targeting improvements in this area. 	3
4	<ul style="list-style-type: none"> • FEST • PORT 	<ul style="list-style-type: none"> • Avg. rating of 3.6 • Avg. rating of 3.54 	<ul style="list-style-type: none"> • These results show that we have made some improvements in improving our candidates' classroom management skills. The FEST average jumped from 3.3 last year to 3.6 this year. We 	4

			are pleased to see this improvement, yet we realize that we haven't arrived yet.	
5	<ul style="list-style-type: none"> FEST PORT 	<ul style="list-style-type: none"> Avg. rating of 3.6 Avg. rating of 3.64 	<ul style="list-style-type: none"> These assessment results indicate that we are meeting this goal with strength. Students have shown improvement in their ability to communicate in various ways. The students' FEST averages improved from 3.5 last year to 3.6 this year, and the portfolio averages increased from 3.55 last year to 3.64 this year. 	4
6	<ul style="list-style-type: none"> FEST PORT 	<ul style="list-style-type: none"> Avg. rating of 3.6 Avg. rating of 3.67 	<ul style="list-style-type: none"> These assessment results regarding the character of our candidates and our dispositions assessments continue to indicate that we are meeting this goal with strength. 	4

Your Program Goals:

TEACHER EDUCATION DEPARTMENT STANDARDS AND COMPETENCIES

The following standards and related competencies comprise the knowledge, skills, and dispositions expected of graduates from the Teacher Education Department at Faith Baptist Bible College. These department standards and competencies align with the *InTASC* Principles*, the *Iowa Teaching Standards*, and Iowa Department of Education requirements for teacher preparation programs.

*Interstate Teacher Assessment and Support Consortium

Standard 1 – The teaching candidate understands the structure, content, and central concepts of his or her selected discipline and creates learning experiences that make these aspects of subject matter meaningful. (*InTASC Standard 4; Iowa Teaching Standards (ITS) Standard 1 and 2*)

This standard is met as the candidate evidences . . .

- 1.1. Appropriate breadth and depth of knowledge in the content areas.
- 1.2. Ability to convey subject matter content and concepts in meaningful ways.
- 1.3. Ability to integrate knowledge across content areas (interdisciplinary teaching)
- 1.4. Ability to connect prior learning to subsequent learning.
- 1.5. Ability to integrate and connect biblical truth with curricular content.

Standard 2 – The teaching candidate understands how students develop and learn and provides experiences that support the development of those learners. (*InTASC Standards 1 and 2; ITS Standards 3, 4, 5*)

This standard is met as the candidate evidences . . .

- 2.1. Ability to consider students' age and developmental needs in planning for instruction.
- 2.2. Ability to consider the diversity of students' backgrounds and interests in planning for instruction.
- 2.3. Understanding of learning styles and ability to adapt instruction.
- 2.4. Ability to select strategies to engage students in learning.
- 2.5. Ability to recognize learning difficulties and to adapt instruction.

Standard 3 – The teaching candidate understands the instructional process and implements teaching strategies and assessments based on knowledge of subject matter, students, and curricular goals. (*InTASC Standards 5, 6, 7; ITS Standards 3 and 4*).

This standard is met as the candidate evidences . . .

- 3.1. Ability to set clear and achievable learning goals and objectives based on knowledge of the subject, students, and curriculum.
- 3.2. Ability to use a variety of effective instructional strategies and tools to facilitate learning.
- 3.3. Ability to select appropriate instructional technology to enhance the learning process.

- 3.4 Ability to assess student learning by using formal and informal assessment methods.
- 3.5 Ability to develop assessment activities aligned with learning objectives.
- 3.6 Ability to use assessment findings to modify instruction.

Standard 4 – The teaching candidate understands individual and group motivation and behavior and uses this knowledge to create an environment conducive to learning. (*InTASC* Standard 3; *ITS* Standard 5, 6)

This standard is met as the candidate evidences . . .

- 4.1 Ability to create a learning environment that encourages active engagement in learning.
- 4.2 Ability to communicate clear expectations and to follow through consistently with established consequences.
- 4.3 Ability to anticipate and manage problems appropriately.
- 4.4 Ability to manage group and whole class activities and transitions.
- 4.5 Ability to interact with students appropriately, building relationships within a framework of biblical authority and professional responsibility.
- 4.6 Ability to use biblical truth to correct, guide, and counsel students.

Standard 5 – The teaching candidate understands communication theory and techniques and conveys ideas and information effectively in the teaching–learning process. (*InTASC* Standard 8; *ITS* Standards 1, 5)

This standard is met as the candidate evidences . . .

- 5.1 Effective verbal and written communication using appropriate vocabulary, grammar, and mechanics.
- 5.2 Effective inflection, energy, and articulation in verbal communication.
- 5.3 Ability to present concepts and information clearly and effectively.
- 5.4 Ability to use technology and media effectively for communication.

Standard 6 – The teaching candidate understands the Christian teacher’s role as a reflective professional in the church, Christian school, and the broader community and strives to make a positive impact by serving others. (*InTASC* Standards 9 and 10; *ITS* Standard 7, 8)

This standard is met as the candidate evidences . . .

- 6.1 Professional ethics by displaying honesty and integrity in relations and conduct.
- 6.2 Collaboration by tactful and respectful behavior in dealing with professors, peers, students, school personnel, etc.
- 6.3 Commitment to teaching by exhibiting an enthusiasm for and commitment to a ministry of teaching.
- 6.4 Professional demeanor and responsibility by meeting obligations and deadlines, taking initiative, and dressing in an appropriate manner.
- 6.5 A teachable spirit by demonstrating a receptive and responsive attitude toward performance feedback.
- 6.6 Personal and professional growth through meaningful reflections and targeted actions.

College Assessment Scale (see last page for exact conversion charts)

- *4 = goal is met with strength
- 3 = goal is met satisfactorily
- 2 = goal is only marginally met (plans to address deficiencies must be attached)
- 1 = goal is not met (plans to address deficiencies must be attached)

Include here your determination of what qualifies a score for each of the measurements above (4-1):

	Capstone	Internship/Project
4	Passing scores on Praxis 2 exams (Students with different majors take different Praxis exams, so we have not set any performance ratings other than the cutoff scores.)	Above a 3.5 average on the Final Evaluation of Student Teaching evaluation.
3	Passing scores on Praxis 2 exams	3.0 - 3.5 average on the Final Evaluation of Student Teaching evaluation.
2	Passing scores on Praxis 2 exams	2.0 - 2.9 average on the Final Evaluation of Student Teaching evaluation.
1	Failing scores on Praxis 2 exams	Below a 2.0 average on the Final Evaluation of Student Teaching evaluation.

% of students with a minimum 3.0 as defined above

	Total number of students who participated	Total number of students who achieved a 3.0 or higher	Average score on the College Assessment Scale	% of those who achieved a 3.0 or higher	4 year ave.*
Capstone	7	7	3.5	100%	
Internship/Project	7	6	3.58	86%	

*If there was a low number of graduating seniors in your program (fewer than 5), also give the average of the last 4 years.

Focused Initiatives (e.g., tactical, year-to-year plans; 1 to 3 years out)

	Current Focused Initiatives	End of Year Audit (May Report)
1	Clinical experience procedures need to be modified and the placement and scheduling process needs to be clarified.	We have assigned a new faculty member, Melissa Whitcher, to serve as the Clinical Experience Director beginning in the fall of 2021.