

**Eastern West Virginia Community and Technical College  
COURSE ASSESSMENT REPORT**

<b>Course Title and Number:</b> EDE 100 – Introduction to Teacher Education	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2010)</b> Spring, 2014
<b>Report Submitted By: Dr. Suzanne H. Goodall</b>	<b>Number of Students Assessed: 14</b>
<b>Date Report Submitted: May 22, 2014</b>	<b>Number of Sections Included: 1</b>
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc.): This course was delivered in a traditional setting. Twenty hours of observing a classroom teacher in a public school setting was required to be completed by students to complete the course. State and Federal Background Checks along with T.B. tests were also required of students to get completed before the semester ended in order for them to be eligible to complete teacher observations.</b>	

<b>Course Role in the Curriculum</b>
<b>Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.</b>
<b>This course is an overview of the teaching profession. Central themes cover the aspects of becoming a teacher, schools and their place in society, students and curriculum, as well as career opportunities and professional development. Historical foundations of education are presented together with a look to the future. Classroom computer applications also are introduced. This course is required for the WVU Parkersburg Elementary Education Program. Students must complete this course with a grade of a C or better.</b>

<b>Assessment Methods</b>
<b>Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.</b>
<b>This course was assessed using a revision of the <i>Charles F. Kettering Ltd. School Climate Profile</i>, (CFKLSCP). This instrument measures school climate and was developed by the Charles F. Kettering Foundation during the 1970s. A later version of this instrument was developed by the Phi Delta Kappa Foundation in 1987. The CFKLSCP has 26 climate categories with five items for each category. The CFKLSCP can be adjusted to measure classroom climate. The instructor purchased Howard's <i>Handbook for Conducting School Climate Improvement Projects</i>. By purchasing Howard's book, the instructor may reproduce the survey and use it in school climate studies or for other purposes. Written permission is not required. However, it is not to be reproduced for resale to others. The wording on the instrument was changed to accommodate for assessing classroom climate. An item that may ask about the school, had the word, school changed to classroom. Any item that may ask about the principal, had the word, principal, changed to instructor. Students in the course were asked to complete survey items before completing their final exam. The surveys were not signed by the students, and their names were not placed on them. The instructor emphasized to students to give their honest responses, and she also</b>

**informed students that the results would be shared with them and that the information would be analyzed by the instructor to improve instruction. Once the analysis of this data was completed by the instructor, the students were emailed the results.**

#### **Assessment Results**

**Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to “See attached”.**

**The students were surveyed regarding the four components of: Respect, High Morale, Cohesiveness, and Caring. The results are attached and labeled as Survey for Classroom Climate Results Adapted from the CFK, Limited School Climate Profile & Based on “Leadership is Perception” Dissertation Study of Suzanne H. Goodall, Ed.D. – 2008 EDE 100 – Introduction to Teacher Education – Spring, 2014. See attached.**

<b>Course Level Assessment Summary of Outcomes, Indicators and Results</b> <b>Course Title and Number EDE 100 – Introduction to Teacher Education</b> <b>Number of students in assessment sample = 14</b> <b>Number of Sections in Assessment = 1</b> <b>Add additional rows to table if necessary</b>				
<b>Learning Outcomes</b> <b>(Insert learning outcomes assessed during this cycle)</b>	<b>Indicator</b> <b>(Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)</b>	<b>Percent of Correct Responses</b>	<b>Percent of Incorrect Responses</b>	<b>Performance Standard Met (75%)*</b> <b>(yes or no)</b>
<b>Outcome 1:</b> <b>Identify the historical evolution and philosophical basis of public education in American Society.</b>	<b>Final Exam Question – #35. Education in colonial America had its primary roots in ____ culture. (a.) English; (b.) French; (c.) Spanish; (d.) German;</b> <i>Correct answer: (a.) English;</i>	<b>12/13 = 92%</b>	<b>1/13 = 7%</b>	<b>Yes</b>  <b>*Note: One student did not take the Final Exam due to Background Check not being completed in time for completing observations.</b>
<b>Outcome 2:</b> <b>Identify the legal basis of American public education.</b>	<b>Final Exam Question – #4. Society expects teachers to be trustworthy and _____. (a.) interesting; (b.) accountable; (c.) good-looking; (d.) skinny;</b> <i>Correct answer: (b.) accountable;</i>	<b>13/13 = 100%</b>	<b>0/13 = 0%</b>	<b>Yes</b>  <b>*Note: One student did not take the Final Exam due to Background Check not being completed in time for completing observations.</b>

<p><b>Outcome 6: Identify professional organizations and their roles in public education.</b></p>	<p><b>Final Exam Question – #17. NEA and AFT are two _____ for teachers. (a.) challenges; (b.) mentors; (c.) quiz bowls; (d.) professional associations; <i>Correct answer: (d.) professional associations;</i></b></p>	<p><b>12/13 = 92%</b></p>	<p><b>1/13 = 7%</b></p>	<p><b>Yes</b>  *Note: One student did not take the Final Exam due to Background Check not being completed in time for completing observations.</p>
<p><b>Outcome 11: Describe the educator’s role in public education.</b></p>	<p><b>Final Exam Question – #12. Elementary teachers may teach 1<sup>st</sup> grade - _____ grade. (a.) 6<sup>th</sup>; (b.) 5<sup>th</sup>; (c.) 7<sup>th</sup>; (d.) 8<sup>th</sup>; <i>Correct answer: (a.) 6<sup>th</sup>; or (b.) 5<sup>th</sup>;</i></b></p>	<p><b>12/13 = 92%</b></p>	<p><b>1/13 = 7%</b></p>	<p><b>Yes</b>  *Note: One student did not take the Final Exam due to Background Check not being completed in time for completing observations.</p>

\* Please note if using a different minimum performance standard.

<p><b>Conclusions and Action Plan</b></p> <p>Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to “See attached”.</p>
<p>Data from the Outcomes and Final Exam Questions verifies that the Performance Standard is higher than 75%. Therefore, I will continue to instruct EDE 100 as I instructed it this past semester. I will advise future students to start the Background Check process when they register for EDE 100. This will help to insure that all students will be eligible to complete their teacher observations before the end of the semester.</p> <p>Data from the CFKLSCP verifies that the classroom climate is positive in regard to the components of: Respect, High Morale, Cohesiveness, and Caring. Therefore, I will continue to implement activities in instruction that will maintain and enhance Respect, High Morale, Cohesiveness, and Caring. Assessing additional components from the CFKLSCP would be an action that could be completed with future classes of EDE 100. The students could be surveyed prior to taking their Final Exam. See attached.</p>

<b>Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)</b>	<b>Proposed Date for Reassessment</b>

<b>Assessment Committee Approval (To be posted by Assessment Committee Chair)</b>	<b>LOT Review (To be posted by Assessment Committee Chair)</b>
<b>Date: 9-24-14 (SB-G)</b>	<b>Date: 10-20-14 Minutes</b>

**Survey for Classroom Climate Results**  
**Adapted from the CFK, Limited School Climate Profile**  
**& Based on “Leadership is Perception”**  
**Dissertation Study of Suzanne H. Goodall, Ed.D. – 2008**  
**EDE 100 – Introduction to Teacher Education – Spring, 2014**

<b>Respect:</b>	<b>What Is: (Average of 9 Participant Scores)</b>	<b>What Should Be: (Average of 9 Participant Scores)</b>	<b>Climate of What Is: + (Av. 3 – 4) or – (Av. 1 – 2) (Average of 13 Participant Scores) Total Scores + (16 – 20) – (0 – 15)</b>
In this classroom, even low-achieving students are respected.	4 + 4 + 3 + 4 + 4 + 4 + 4 + 4 + 4 + 3 + 4 + 4 = 50 Av. = 3.8	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48 Av. = 4	+
The instructor teats students as persons.	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 3 + 4 + 4 = 51 Av. = 3.9	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48 Av. = 4	+
Students in this classroom are considered as important collaborators.	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 2 + 3 + 4 + 4 = 49 Av. = 3.8	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48 Av. = 4	+
My instructor of this class respects other instructors from other subject areas.	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 52 Av. = 4	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48 Av. = 4	+
My instructor is proud to be an instructor.	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 3 + 4 + 4 = 51 Av. = 3.9	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48 Av. = 4	+
<b>Totals:</b>	<b>19.4</b>	<b>20</b>	<b>+ Respect Overall</b>
<b>High Morale:</b>	<b>***</b>	<b>***</b>	<b>***</b>
This class makes students enthusiastic about learning.	4 + 4 + 2 + 3 + 4 + 3 + 4 + 4 + 3 + 4 + 2 + 3 + 4 = 44 Av. = 3.4	4 + 4 + 4 + 4 + 4 + 4 + 3 + 4 + 4 + 4 + 4 + 4 + 4 = 43 Av. = 3.6	+
My instructor feels pride in this class and in its students.	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 3 + 4 + 4 = 51 Av. = 3.9	4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48 Av. = 4	+

Attendance is good. Students stay away only for urgent and good reasons.	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 2 + 3 + 4 = 49$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48$ Av. = 4	+
The instructor and students would rise to the defense of this class's program if it were challenged.	$4 + 3 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 47$ Av. = 3.6	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48$ Av. = 4	+
I like working in this class.	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 3 + 3 + 4 = 50$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48$ Av. = 4	+
<b>Totals:</b>	<b>18.5</b>	<b>19.6</b>	<b>+ High Morale Overall</b>
<b>Cohesiveness:</b>	***	***	***
Students would rather attend this class than transfer to another.	$4 + 3 + 2 + 3 + 3 + 2 + 4 + 4 + 3 + 4 + 3 + 4 + 4 = 43$ Av. = 3.3	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 3 + 4 + 4 + 4 + 4 = 47$ Av. = 3.9	+
There is a "we" spirit in this class.	$4 + 4 + 3 + 4 + 3 + 4 + 4 + 2 + 4 + 4 + 4 + 4 + 3 + 4 = 47$ Av. = 3.6	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48$ Av. = 4	+
Administrators and the instructor collaborate toward making this class run effectively: there is little administrator-instructor tension.	$4 + 4 + 3 + 3 + 4 + 2 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 47$ Av. = 3.6	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48$ Av. = 4	+
Differences between individuals and groups (both faculty and students) are considered to contribute to the richness of the class, not as divisive influences.	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 3 + 4 + 4 = 51$ Av. = 3.9	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48$ Av. = 4	+
New students and faculty members are made to feel welcome and part of the group.	$4 + 4 + 3 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 51$ Av. = 3.9	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 48$ Av. = 4	+
<b>Totals:</b>	<b>18.3</b>	<b>19.9</b>	<b>+ Cohesiveness Overall</b>

<b>Caring:</b>	<b>***</b>	<b>***</b>	<b>***</b>
There is someone in this class whom I can always count on.	$4 + 4 + 2 + 4 + 4 + 4$ $+ 4 + 4 + 4 + 4 + 4 +$ $4 + 4 = 50$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 + 4$ $+ 4 + 4 + 4 + 4 + 4 +$ $4 = 48$ Av. = 4	+
The instructor really cares about her students.	$4 + 4 + 3 + 4 + 4 + 4$ $+ 4 + 4 + 4 + 4 + 4 +$ $4 + 4 = 47$ 3.6	$4 + 4 + 4 + 4 + 4 + 4$ $+ 4 + 4 + 4 + 4 + 4 +$ $4 = 48$ Av. = 4	+
I think that people in this class care about me as a person and are concerned about more than just how well I perform in my role in this class.	$4 + 4 + 2 + 4 + 3 + 4$ $+ 4 + 4 + 4 + 4 + 4 +$ $4 + 4 = 49$ Av. = 3.8	$4 + 4 + 4 + 4 + 4 + 4$ $+ 4 + 4 + 4 + 4 + 4 +$ $4 = 48$ Av. = 4	+
I feel wanted and needed in this class.	$4 + 4 + 2 + 4 + 3 + 4$ $+ 4 + 4 + 3 + 4 + 4 +$ $4 + 4 = 48$ Av. = 3.7	$4 + 4 + 4 + 4 + 4 + 4$ $+ 4 + 4 + 4 + 4 + 4 +$ $4 = 48$ Av. = 4	+
Most people in this class are kind.	$4 + 4 + 4 + 4 + 4 + 4 +$ $4 + 4 + 4 + 4 + 4 + 4$ $+ 4 = 52$ Av. = 4	$4 + 4 + 4 + 4 + 4 + 4$ $+ 4 + 4 + 4 + 4 + 4 +$ $4 = 48$ Av. = 4	+
<b>Totals:</b>	<b>18.9</b>	<b>20</b>	<b>+ Caring Overall</b>

Overall, our class has a positive climate. The components that your instructor needs to work to improve include: **Respect, High Morale, Cohesiveness, and Caring.** These component climate scores were not in the negative range, but they could be improved by implementing teaching techniques and activities that will help to strengthen these components.

Thank you for your input, as using it plus my own personal reflection on this course, helps instruction to improve for future classes. I appreciate very much your time and effort.

Dr. Suzanne H. Goodall,  
 Your Instructor  
 May 19, 2014