



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020

EDUC 2302: Children's Literature



Course-Level Learning Outcomes-

EDUC 2302: Children's Literature

1. What are the Course-Level Outcomes (CLOs)?

- The candidate will be exposed to empirical, current and seminal research and theories related to reading development and reading achievement. (InTASC: 1, 2, 4; ACEI: 1; CEC: 1.1)
- The candidate will acquire a body of knowledge to support the K-12 student in reading success and achievement. (InTASC: 1, 2, 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2; CEC: 1.2, 3.1, 3.2, 3.3)
- The candidate will use technology to engage students in 21st century reading instruction. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2, 5.1, 5.2; CEC: 1.2, 3.1, 3.2, 3.3)
- The candidate will gain knowledge of diverse perspectives presented in literature. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2)
- The candidates will gain a broad knowledge of developmentally appropriate literary and informational texts, across genres, cultures, and centuries. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2)
- The candidate understands that comprehension and collaboration are essential skills to effective speaking and listening in the classroom, and understanding the qualities and strategies for presenting knowledge. (InTASC: 4,5; ACEI: 1.0, 2.1, 3.1, 3.2)
- Candidates will demonstrate and apply their knowledge of the Early Childhood & Special Education's Disposition Development process (InTASC: 9, 10).

2. Which CLOs were addressed for this academic year? (2019-2020)

- The candidate will acquire a body of knowledge to support the K-12 student in reading success and achievement. (InTASC: 1, 2, 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2; CEC: 1.2, 3.1, 3.2, 3.3)
- The candidates will gain a broad knowledge of developmentally appropriate literary and informational texts, across genres, cultures, and centuries. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2)
- The candidate understands that comprehension and collaboration are essential skills to effective speaking and listening in the classroom, and understanding the qualities and strategies for presenting knowledge. (InTASC: 4,5; ACEI: 1.0, 2.1, 3.1, 3.2)

The above CLO's were addressed in the Book Review project. This course was assessed in the program assessment cycle with PLO #1: Apply developmentally appropriate standards to their daily classroom practices and instructional practices.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

- The candidate will acquire a body of knowledge to support the K-12 student in reading success and achievement. (InTASC: 1, 2, 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2; CEC: 1.2, 3.1, 3.2, 3.3)
- The candidates will gain a broad knowledge of developmentally appropriate literary and informational texts, across genres, cultures, and centuries. (InTASC: 4, 5; ACEI: 1.0, 2.1, 3.1, 3.2)
- The candidate understands that comprehension and collaboration are essential skills to effective speaking and listening in the classroom, and understanding the qualities and strategies for presenting knowledge. (InTASC: 4,5; ACEI: 1.0, 2.1, 3.1, 3.2)

4. Explain the assessment cycle.

Assessment data was/is collected in the spring and fall semesters.

5. What are the assessment methods? Are they direct or indirect?

Direct- students are evaluated on four sets of book reviews (total of 20). A checklist and rubric is used to grade the course project.

6. What are the assessment goal(s)?

Students will achieve 70% or better proficiency on the grading rubric.

7. What were the findings for this academic year? (2019-2020)

Fall 2019- In the first set of book reviews (1-5), students were 94% proficient in overall performance. In the second set of book reviews (6-10), students were 96% proficient in overall performance. In the third set of book reviews (11-15), students were 97% proficient in overall performance. In the last set of book reviews (16-20), students were 96% proficient in overall performance. The overall average for all 20 books reviews was a 96%. There was one hybrid course assessed.

Spring 2020- In the first set of book reviews (1-5), students were 90% proficient in overall performance. In the second set of book reviews (6-10), students were 91% proficient in overall performance. In the third set of book reviews (11-15), students were 94% proficient in overall performance. In the last set of book reviews (16-20), students were 94% proficient in overall performance. The overall average for all 20 books reviews was a 92%. There was one hybrid course assessed.

8. What is your analysis of the findings?

The one area of weakness is students showing a direct connection to extending the book into other areas of the classroom/curriculum in a developmentally appropriate manner. Students sometimes struggle to provide the details needed to explain the extension activity.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Instructor will continue to show examples of high quality book reviews from previous students. Instructor plans to conduct an activity in class where students get an opportunity in class to work in small groups to create extension activities. This would provide them with opportunities to practice and get feedback from their peers and the instructor would also be available to offer support and guidance.

These results will be discussed with other faculty members in the Education/Reading department.