

# ***The Department of Teacher Education***

***College of Education  
Southern Utah University***

## ***Departmental Assessment Plan***

***Updated March 15, 2002***

### ***Department of Teacher Education Mission Statement:***

*As professional members of a lifelong learning community, our mission is to prepare compassionate and reflective teachers who value diversity and excellence, promote creative and critical thinking, and celebrate learning.*

### ***Goals of the Department:***

***The goals of the Department of Teacher Education are to develop teacher/educators who:***

- Are academically competent in subjects they are to teach.*
- Have a broad background of general education and appreciate the value of both liberal arts and science in modern society.*
- Have a working knowledge of psychology and human development, especially as it relates to teaching and understanding students.*
- Have a practical knowledge of the historical and philosophical foundations of education.*
- Have a sincere belief in the dignity of the individual and have compassion and empathy.*
- Have a working knowledge of effective classroom management and the skills of teaching.*
- Realize that teaching is both an art and a science.*
- Realize that America is a culturally diverse society, have a commitment to multiculturalism and pluralism.*
- Provide students with action based, experience rich learning opportunities.*

***The goals of the Department of Teacher Education Assessment Plan are to:***

- 1. To support the Mission of the College of Education and Southern Utah University.*
- 2. To support and help facilitate the Professional Education Unit (PEU) Assessment Plan regarding student and program outcomes.*

3. *Prepare competent, professional, and successful teachers in the fields of ` Elementary Education, Early Childhood Education, Secondary Education, Library Media, and Special Education (Mild/Moderate).*
4. *To offer the M.Ed. Program and Administrative/Supervisory Endorsement to qualified graduate students.*

### ***Intended Assessment Outcomes / Objectives:***

1. *To initiate and maintain a broad-based approach to assessment and evaluation that reviews the programs, policies, personnel, and processes of the department.*
2. *To develop assessment strategies that accurately measure the multi-faceted nature of the department's performance, effectiveness, efficiency, and operations.*
3. *To develop a means of promoting ongoing departmental assessment and improvement.*

## ***Assessment Criteria and Procedures Implementation Strategies***

*The Department of Teacher Education is committed to excellence and ongoing renewal and improvement. It proposes to develop a broad-based, multifaceted approach to evaluation and assessment that provides the department with information and feedback that will allow it to move successfully into the 21st century. To accomplish this, the department has identified seven areas where specific assessment criteria, procedures, and implementation strategies are listed.*

### ***A. Departmental Annual Report***

*On an annual basis, the Chair of the Department will prepare an annual report that contains an accounting of all activities and operations of the department from July 1 to June 30. The annual report will be made available to the Dean of the College of Education, Provost, President, Board of Trustees, Faculty, and others of have an interest in the affairs of the department. This annual report will contain a record of:*

1. ***Student Data: Undergraduate and Graduate***
  - *Number of students enrolled in departmental programs*
  - *Number of students placed in student teaching*
  - *Number of students placed in education practicums*
  - *Number of students placed in internships*
  - *Number of students graduating in each of the department's programs*

**2. Faculty Data: Undergraduate and Graduate**

- Faculty presentations at state, regional, national, and international conferences
- Conferences/Meetings attended
- Scholarly publications in refereed journals
- Unrefereed articles, papers presented, research reports, chapters in books
- Books, publications, manuscripts, etc.
- Research and grantsmanship
- Service to university, school district, or community
- Membership/participation in professional organizations
- Courses taught

**3. Departmental Data: Undergraduate and Graduate**

- Departmental FTE and SCH statistics
- Departmental activities that align with NCATE standards
- Research and development projects
- Outreach and dissemination projects
- Budget and finance information

**B. Personnel**

*The Department of Teacher Education is committed to excellence and desires to maintain qualified, professional personnel to conduct the affairs of the department in terms of administration, management, and instruction. To do so the department will evaluate and assess personnel in the following areas:*

**Administration:**

1. *The Chair of the Department of Teacher Education will be evaluated every 3 years to assess progress and performance and review job description and goals following existing university guidelines.*
2. *Other administration and professional staff will be evaluated every 3 years to assess progress and performance and review job descriptions and goals following existing university guidelines.*

**Faculty:**

1. *All professional faculty will adhere to the university's Leave, Rank, and Tenure process following existing university guidelines.*

2. *On an annual basis all professional faculty will be interviewed by the Chair of the Department to assess progress towards rank and tenure and professional goals related to teaching, scholarship, and service.*
3. *All tenured professional faculty will be interviewed by the Chair of the Department every 3 years to assess their professional goals related to teaching, scholarship, and service.*
4. *All clinical faculty will be evaluated on an annual basis to assess progress and performance and review job descriptions and goals.*
5. *All adjunct faculty will be evaluated each semester to assess progress and performance and review job descriptions and goals.*
6. *On an annual basis, the department will review its hiring and employment procedures to assure that they meet university, state, and affirmative action, and equity guidelines.*
7. *Annual assessment will be made to determine if the department is meeting the employment needs of under served population, minorities, women, and persons with disabilities.*

**Staff:**

1. *On an annual basis all classified staff will be interviewed by the Chair of the Department to assess progress and performance and review job descriptions and goals.*
2. *On an annual basis all department advisors will be interviewed by the Chair of the Department to assess progress and performance and review job descriptions and goals.*

**C. Programs**

*The Department of Teacher Education is committed to providing the best programs possible for the training of successful educators. To assess the performance and ongoing success of departmental programs annual surveys will be conducted to assess performance and effectiveness. Programs under review will be the following:*

**Courses of Study:**

1. *The Elementary Education Program*
2. *The Secondary Education Program*
3. *The Special Education - Mild/Moderate Program*
4. *The Reading Program*
5. *The Library Media Program*

6. *Distance Learning / EDNET Programs through Continuing Education*
7. *The St. George and Richfield Center Programs*
8. *The Summer School Program through Continuing Education*
9. *The M.Ed. Program*
10. *The Administrative/Supervisory Endorsement Program*

### **Curriculum and Instruction:**

1. *All tenure-track professors, non-tenure track instructors, and adjunct faculty and their courses will be evaluated each semester by students to assess course content, instruction, and course goals/outcomes. This will follow existing university guidelines. (Graduate courses and tenured faculty will be evaluated following existing university guidelines.)*
2. *Each course syllabus will contain attainable goals with measurable outcomes that assess student performance, understanding of content, demonstration of skills, or mastery of specific course objectives.*
3. *In collaboration, the Chair of the Department, Division Heads, and Faculty will assess course content and offerings on an annual basis and make changes or modifications as needed.*
4. *Grading statistics will be collected each semester and assessed using university guidelines.*
5. *Report the utilization of a variety of technological applications including but not limited to; computers, audiovisual use, web-based course development, internet applications and other means of enhancing instruction via technology.*

### **D. Resources and Operations**

*The Department of Teacher Education desires to maintain adequate resources, both financial and physical, to promote the effective management and facilitation of the department. To do so, several areas of evaluation and assessment will take place. They include:*

1. *Departmental budgets will be reviewed monthly or on an as needed basis to assess overall financial effectiveness and efficiency.*
2. *Evaluation will take place regularly on departmental needs in terms of the following areas:*
  - *Operating / Current Expense Funds*
  - *Operating Supplies and Equipment*
  - *Personnel*
  - *Professional Development and Travel*
  - *Space and Facility Needs*
  - *Other areas of need with recommendations forwarded to the Dean.*

## **E. Undergraduate Students**

*The Department of Teacher Education is committed to excellence and the desire to provide students with the necessary tools, skills, and training to become successful educators. The department is also committed in assuring that all assessments and standards identified in the Professional Education Unit Assessment Plan are facilitated in terms of student assessment and evaluation as well as program effectiveness. The department has identified several benchmarks in its Continuum of Teacher Preparation and Professional Practice to be used to assess the overall effectiveness of programs, preparation of teachers, and satisfaction of students and employers. Those benchmarks are as follows:*

### ***SUU's Department of Teacher Education Continuum of Teacher Preparation and Professional Practice***

*The Department of Teacher Education at Southern Utah University is committed to preparing high-quality, professional educators. Beginning in the Fall of 2002, the Department will initiate a Continuum of Teacher Preparation and Professional Practice that will assist the teacher candidate in achieving graduation, teacher licensure, and eventually advanced professional educator status.*

*The Continuum of Teacher Preparation and Professional Practice identifies key benchmarks and requirements for the teacher education candidate.*

#### *Preprofessional Studies*

- *Completed Application Packet to Teacher Education*
  - *Application forms, Standards of Ethical Conduct for Utah Educators affidavit, Dress and Behavior Standards forms*
  - *GPA of 2.73 or higher*
  - *ACT, SAT, PPST, or Praxis I test score*
  - *Writing Sample Score of 18 or higher*
  - *Group Interview Score of 18 or higher*
- *Admission to Teacher Education*
- *EDUC 2020 - Foundations of Teaching: Educating Regular and Exceptional Students*
  - *Initial Teacher Work Sample(TWS #1)*
  - *Professional Growth Plan*
  - *Initial Candidate Professional Portfolio Artifact*

#### *Professional Studies*

- *Selected Program - Course of Studies (Major / Minor)*
  - *Instructor Evaluations*

- *Professional Growth Plan*
- *Candidate Professional Portfolio Artifact*
- *Field Experience Evaluation Forms*
- *Course-based Performance Assessments*
- *EDUC 3170 - Instructional Technology for Educators*
- *EDUC 3200 - Educational Psychology*
  - *Focused Teacher Work Samples(TWS) #2*
  - *Criminal Background Check and Clearance*
- *Completed Application Teacher Education “Block Programs”*
- *Complete Degree Audit through Registrar’s Office*
- *Admission to Elementary/ Special Education Block or Secondary “Mini-Blocks”*
- *Praxis Content Exam in Major Area of Study*

*Instructional Studies*

- *Selected Program - Course of Studies (Major / Minor)*
  - *Instructor Evaluations*
  - *Professional Growth Plan*
  - *Candidate Professional Portfolio Artifact*
  - *Field Experience Evaluation Forms*
  - *Course-based Performance Assessments*
- *EDUC 3550 - Curriculum Development and Improvement s for Elementary and Secondary Teachers*
- *EDUC 3570 - Motivation and Management of Diverse Instructional Environments*
  - *Guided Teacher Work Samples(TWS) #3*
- *Completed Application for Student Teaching*
  - *“Block” recommendations for Student Teaching*
- *Complete 2nd Degree Audit through Registrar’s Office*
- *Admission to Student Teaching*

*Integrative Studies*

- *Selected Program - Course of Studies*

- *Instructor Evaluations*
- *Field Experience Evaluation Forms*
- *Course-based Performance Assessments*
- *Student Teaching*
  - *Integrated Teacher Work Samples(TWS) #4*
  - *Professional Growth Plan*
  - *Candidate Professional Portfolio Artifact*
  - *Supervisor/Cooperating Teacher Evaluations and Recommendations*
- *Praxis II PLT Exam*
- *Graduation and Certification Check*
- *Exit Interview*
- *Graduation*

#### *Level One Licensure*

- *Entry Level Licensure - Utah State Office of Education*
- *Professional Portfolio Assessment by Utah State Board of Education Committee*
- *Teacher entry year mentor and supervisor evaluations*
- *Graduate Follow-up Questionnaire*
- *Teacher Supervisor Questionnaire*
- *Score on Praxis PLT Exam*

#### *Level Two Licensure*

- *Professional Educator Level Licensure - Utah State Office of Education*
- *Professional Portfolio Assessment by Utah State Board of Education Committee & School District Teaching Evaluations*
- *Utah State Office of Education Licensure and/or recertification points*

#### *Level Three Licensure*

- *NBPTS Certification*
- *Advanced Degree Studies*

## **E. Graduate Students**

*The Department of Teacher Education is committed to excellence and the desire to provide graduate students with the necessary tools, skills, and training to become successful professional educators. The department has identified benchmarks to be used to assess the overall effectiveness of the M.Ed. Program and the Supervisory/Administrative Endorsement. Those benchmarks are as follows:*

### **Benchmark 1 - Admission to the Graduate Program**

- 1. The Department of Teacher Education has reviewed and amended its admission criteria to the Graduate Program. New criteria provides a broad-based, multi-dimensional review of applicants so that equity and excellence are considered. Criteria is designed to improve the quality of candidates admitted to the program.*

### **Benchmark 2 - Professional Graduate Course work**

- 1. All graduate students will be evaluated on all course work in the M.Ed. and Supervisory/Administrative Endorsement Programs. Courses are designed to prepare professional educators capable of performing well in the public schools and other arenas. No graduate student will be approved for completion of their Master's Project or Administrative Internship unless they have successful completion of course work.*

### **Benchmark 3 - Master's Projects / Administrative Internships**

- 1. In order for education graduate students to successfully defend their Master's Project, a series of reviews and evaluations must occur. Students who do not successfully defend their Master's Project will not be allowed to graduate.*
- 2. Students enrolled in administrative internships are placed in a public schools as required by their internship. Interns are observed on a regular basis and evaluated by onsite administrative supervisors and university supervisors. No intern can gain licensure and endorsements without successfully completing the administrative internships.*

### **Benchmark 4 - Graduation / Post Graduation**

- 1. Three evaluations will be provided to students.*
  - At graduation all M.Ed. students will be given an evaluation to assess the overall effectiveness of their Master's / Administrative-Supervisory Program readiness for entry into the job market.*
  - One year after graduation, students will be contacted and assessed on their job placement and overall rating of success.*

- *Three to five years following graduation, students will be contacted and asked to evaluate their job performance and satisfaction as related to their graduate training.*
2. *Evaluations will also be used to determine where students are being employed after graduation from SUU.*

## **G. Cooperating School Districts**

*The Department of Teacher Education depends heavily on a close association and partnership with the cooperating school districts that service the needs of university students and programs. To assess the performance and ongoing success of such partnerships the department conducts an annual survey with districts that reviews the following areas:*

1. *The success and implementation of student teachers who are placed in the district. This includes an evaluation of student teacher competencies, effectiveness of university supervisors and cooperating teachers, and the logistical implementation of the program.*
2. *The success and implementation of practicum experiences for university students placed in district schools. Assessment of scheduling, logistics, and overall effectiveness of practicums will be conducted.*
3. *The success and implementation of internship experiences for university students placed in district schools. Assessment of scheduling, logistics, and overall effectiveness of internship will be conducted.*
4. *The success and implementation of specific programs and collaborative agreements cosponsored by SUU and cooperating schools districts.*

## **H. Communication and Collaboration - Local, State, and National**

*The success of the Department of Teacher Education depends in great measure to the degree in which it communicates information about programs and activities to local, state, and national constituencies. Its success is also contingent upon the degree in which it collaborates with a variety of partners on key educational issues. On an annual basis, the department should assess and review the following areas:*

1. *The use of multimedia resources (newsletters, flyers, e-mail, news releases, publications, brochures, reports, etc.) to effectively communicate its programs and course offering to students, the university community, the local community, the state, other teacher education institutions, and national audiences.*
2. *The use of multimedia resources (newsletters, flyers, e-mail, publications, brochures, reports, etc.) to effectively communicate internally important events, functions, and information.*

3. *The liaisons with all key partners that support the Department of Teacher Education and its programs. This includes the communication of information and the facilitation of programs in an effective and efficient manner. Partners include the following:*

- *Cooperating School Districts*
- *The Utah State Office of Education*
- *The National Council for the Accreditation of Teacher Education*
- *Other Collaborating and Cooperating Departments at SUU*
- *Collaborating Professional Organizations*
- *Collaborating Universities and other Institution*