

Elementary and Secondary Education Programs

Five-Column Assessment Model

<u>Expanded Statement of Institutional Purpose</u>	<u>Program Intended Educational Outcomes</u>	<u>Means of Program Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Mission Statement:</u></p> <p>The principal focus of Our University's curricular program is undergraduate education in the liberal arts and sciences.</p> <p><u>Goal Statement:</u></p> <p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Teacher candidates know the subject matter that they plan to teach as shown by their ability to explain important principles and concepts delineated in professional, state, and institutional standards.</p>	<p>Eighty-five percent of teacher candidates will score at or above the state or Unit cut score on a PRAXIS Content Area exam in their major or minor area of study.</p> <p>All programs offering content area preparation for teacher candidates and other school professionals will meet the standards of the Utah State Office of Education and/or standards of appropriate Specialty Professional Associations (SPAs).</p>	<p>Of 89 candidates voluntarily reporting scores on the content tests, 86.5% passed. Of the 56 candidates taking the Elementary Content Knowledge Test, 94.6 passed.</p> <p>Of the 28 programs submitting reports to SPAs, and/or to the Utah State Office of Education, all were approved. Science and Social Studies Education programs are currently pursuing approval by NSTA and NCSS.</p>	<p>Test results will be used to set and/or adjust cut scores for candidates taking content tests during AY 2004-2005. Test results are also used for curriculum mapping/alignment.</p> <p>Results of SPA and Utah State Office of Education reviews are used to ensure curriculum alignment with state and national standards.</p>
		<p>Content knowledge and the ability to present content is addressed by Indicators 1 and 30 of the Unit's Clinical Practice Evaluation form. All teacher education candidates will be judged by their supervisors as meeting Indicators 1 and 30 of the Clinical Practice Evaluation form.</p>	<p>Two cohort groups consisting of 96 elementary and 50 secondary candidates were assessed by their clinical practice supervisors. Ninety-seven percent of the elementary candidates and 94% of the secondary candidates were judged by their supervisors as meeting these indicators.</p>	<p>Results of this assessment were used to refine the Clinical Practice Evaluation instrument and to suggest improvements to the clinical practice process. As a result of this and other assessments, the time requirement for clinical practice was standardized.</p>
		<p>Content knowledge and the ability to present content is addressed in Criteria 1 of the Unit's scoring rubric for Professional Portfolios. All teacher education candidates will either meet or partially meet Criterion 1 of the Professional Portfolio scoring rubric.</p>	<p>Of the 68 candidates in a cohort group completing portfolios, 44 (64.7%) fully met Criterion 1 and 19 (28.9%) partly met the criterion. Only five candidates (7.4%) showed little or no evidence of meeting Criterion 1.</p>	<p>Results of the assessment were used to refine the portfolio assessment rubric. Beginning in Fall 2004, all candidates will be required to submit an electronic portfolio demonstrating mastery of Criterion 1.</p>
		<p>Content knowledge and the ability to present content is addressed in Criteria 7 of the Unit's scoring rubric for Teacher Work Samples (TWS). All candidates will meet or partly meet this standard.</p>	<p>Ninety-five percent of the 65 candidates completing Teacher Work Samples (TWS) performed at the "Standard Met" level while three (5%) partly met the standard.</p>	<p>Results of the assessment were used to refine the TWS scoring rubric. The Unit is currently involved in establishing correlations between the TWS and other performance assessments.</p>

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<p>All graduates of the baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Content knowledge and the ability to present content is addressed in an ongoing Survey of Recent Graduates. Of the practicing teachers completing the survey, all candidates will either strongly agree or agree that the Unit's program helped them develop content knowledge.</p>	<p>Content knowledge and the ability to present content is addressed in NBPTS Proposition 2 that is included in the Unit's annual Follow-up Survey of Recent Graduates from the Unit's M.Ed. Program. All candidates will meet or partially meet the conditions of Proposition 2.</p>	<p>Of the practicing teachers completing the survey, 125 (98.4%) either strongly agreed or agreed that the program helped them to become proficient in their content area(s).</p>	<p>The Unit will continue to collect survey data from program completers at the end of their first year of practice and at the end of the Entry Years Enhancement (Level II licensure). Survey data is used to triangulate with other, performance-based, assessments.</p>
<p>Candidates for other professional school roles know their fields as shown by their ability to explain principles and concepts delineated in professional, state, and institutional standards.</p>	<p>Candidates for other professional school roles know their fields as shown by their ability to explain principles and concepts delineated in professional, state, and institutional standards.</p>	<p>The Administrative/Supervisory Portfolio requires candidates to reflect on each of the eleven ISLLC standards and provide evidence that they have met these standards. Artifacts included in the portfolios are produced through a series of performance assessments embedded in various administrative/supervisory courses. Portfolio evidence will demonstrate that all candidates meet ISLLC Standards.</p>	<p>Twenty-nine (87.9%) of 33 randomly selected K-12 administrators reported that program completers met the conditions of Proposition 2. Four principals (12.1%) reported that program completers partly met the standard.</p>	<p>Employer surveys are used to triangulate with other performance-based assessments. Survey data are included in annual program reviews.</p>
<p>Candidates for other professional school roles know their fields as shown by their ability to explain principles and concepts delineated in professional, state, and institutional standards.</p>	<p>Candidates for other professional school roles know their fields as shown by their ability to explain principles and concepts delineated in professional, state, and institutional standards.</p>	<p>The Administrative/Supervisory Portfolio requires candidates to reflect on each of the eleven ISLLC standards and provide evidence that they have met these standards. Artifacts included in the portfolios are produced through a series of performance assessments embedded in various administrative/supervisory courses. Portfolio evidence will demonstrate that all candidates meet ISLLC Standards.</p>	<p>Of the 16 Administrative Supervisory candidates submitting portfolios, only one failed to meet or partially meet all ISLLC Standards.</p>	<p>Results are being used to refine the Administrative Portfolio scoring rubrics. Benchmarking will take place in Fall 2004.</p>

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<p>Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and the integration of technology.</p>	<p>Candidates' knowledge of and ability to use a variety of instructional strategies is addressed in Criterion 7 of the Unit's scoring rubric for Teacher Work Samples. All candidates will perform at the "Standard Met" or "Standard Partially Met" levels.</p>	<p>Candidates' knowledge of and ability to use a variety of instructional strategies is addressed in Criterion 7 of the Unit's scoring rubric for Teacher Work Samples. All candidates will perform at the "Standard Met" or "Standard Partially Met" levels.</p>	<p>Ninety-five percent of the 65 candidates in the cohort group performed at the "Standard Met" level. Three candidates partially met the standard.</p>	<p>Results from assessments of Teacher Work Samples are used as criteria for program entry, advancement, and exit.</p>
<p>Criterion 4 of the Professional Portfolio scoring rubric provides evidence of candidates' knowledge of instructional strategies. All candidates will meet or partially meet the requirements of this criterion.</p>	<p>Criterion 4 of the Professional Portfolio scoring rubric provides evidence of candidates' knowledge of instructional strategies. All candidates will meet or partially meet the requirements of this criterion.</p>	<p>Criterion 4 of the Professional Portfolio scoring rubric provides evidence of candidates' knowledge of instructional strategies. All candidates will meet or partially meet the requirements of this criterion.</p>	<p>Of the 68 candidates included in a pilot cohort group, 47 (69.1%) were judged by their supervisors as fully meeting the criterion. The criterion was partly met by 16 (25.5%) and only five candidates (7.4%) showed little or no evidence of meeting the criterion.</p>	<p>The portfolio assessment protocol is used to gather evidence across the entire professional education program. Assessment results are used to chart candidate growth for the purpose of program improvement.</p>

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	<p>Candidates use their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.</p>	<p>The Teacher Work Sample provides evidence of candidates ability to apply professional and pedagogical knowledge. Elements of the standard are addressed by three components of the work sample methodology: (1) Learning Goals; (2) Design for Instruction, and (3) Instructional Decision Making. All candidates will meet or partially meet the conditions of these components.</p>	<p>As evidenced by TWS scoring rubrics completed by Clinical Practice supervisors, all candidates met or partly met the conditions of these components of the Teacher Work Sample.</p>	<p>Results from the TWS are used to determine grades for courses that include field experience components. The TWS is also considered in recommendation for licensure.</p>
		<p>Self-rating items included on a follow-up survey of program completers address ability to apply professional and pedagogical knowledge. Specifically, items 31, 32, 33, 34, 36, 37, 38, 40, 46, and 47 address this competency. Ninety percent of all program completers will report proficiency in applying this knowledge.</p>	<p>More than 90% of 150 program completers responding to the survey reported competency in planning and organizing effective lessons, relating developmental levels of students to planning and delivering instruction, flexibility in adjusting lessons based on student feedback, accommodating individual differences and managing classroom resources and routines.</p>	<p>The survey represents the Unit's first attempt to collect follow-up survey data from teachers in the field. Results will be used triangulate performance data and for purposes of program review.</p>

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		<p>Indicators 10, 18, and 33 included in the Clinical Practice Evaluation Form are designed to assess candidates' ability to assess K-12 student learning. All candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these indicators.</p>	<p>All elementary and secondary candidates performed at the "Standard Met" or "Standard Partly Met" levels for all three indicators.</p>	<p>Results from the Clinical Practice Evaluation are used to determine course grade for Clinical Practice and eligibility for licensure.</p>
		<p>Indicators 7, 9, 17, and 31 included in the Clinical Practice Evaluation Form are designed to assess candidates' ability to develop meaningful learning experiences. All candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these indicators.</p>	<p>All elementary and secondary candidates performed at the "Standard Met" or "Standard Partly Met" levels for all three indicators</p>	<p>Results from the Clinical Practice Evaluation are used to determine course grade for Clinical Practice and eligibility for licensure.</p>

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Five-Column Assessment Model

<u>Expanded Statement of Institutional Purpose</u>	<u>Program Intended Educational Outcomes</u>	<u>Means of Program Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u>Mission Statement:</u> The principal focus of Our University's curricular program is undergraduate education in the liberal arts and sciences.</p> <p><u>Goal Statement:</u> All graduates of baccalaureate level will have developed a depth of understanding in their major field.</p>	<p>Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience</p> <p>Candidates for other professional school roles create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.</p>	<p>Components 2, 4, and 5 of the Teacher Work Sample relate to the ability of candidates to develop meaningful learning experiences. All candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these components.</p> <p>Understanding developmental levels is addressed in three indicators assessed through the Administrative Leadership Candidate Appraisal Form: 3.6, 5.1, and 5.5. All administrative candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these indicators.</p> <p>Understanding diversity is addressed in three indicators assessed through the Administrative Leadership Candidate Appraisal Form: 3.6, 7.4, and 10.3. All administrative candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these indicators.</p> <p>Policy Context is addressed through indicators 10.4, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, and 11.7 of the Administrative Leadership Candidate Appraisal Form. All administrative candidates will perform at the "Standard Met" or "Standard Partly Met" levels for these indicators.</p>	<p>All elementary and secondary candidates performed at the "Standard Met" or "Standard Partly Met" levels for all three indicators.</p> <p>Ninety-five percent of the administrative candidates assessed were judged by their mentor principals as meeting standards 3.6 and 5.1. All met the conditions of indicator 5.5.</p> <p>Ninety-five percent of the administrative candidates assessed met the conditions of Indicators 3.6 and 7.4. Eighty-one percent met the conditions of Indicator 10.3 and 12% partly met the conditions.</p> <p>Aggregated data for the various indicators yielded the following results: 10.4: 95%; 11.1: 93%; 11.2: 94%; 11.3: 94%; 11.4: 100%; 11.5: 100%; 11.6: 94%; 11.7: 94%.</p>	<p>Results from the TWS are used to determine grades for courses that include field experience components. The TWS is also considered in recommendation for licensure.</p> <p>The Administrative Leadership Appraisal Form was used for the first time in Fall 2002. The Unit is in the process of collecting feedback from Mentor Principals for the purpose of refining the instrument.</p> <p>The Administrative Leadership Appraisal Form was used for the first time in Fall 2002. The Unit is in the process of collecting feedback from Mentor Principals for the purpose of refining the instrument.</p> <p>The Administrative Leadership Appraisal Form was used for the first time in Fall 2002. The Unit is in the process of collecting feedback from Mentor Principals for the purpose of refining the instrument.</p>