

Elementary and Secondary Education Programs

Five-Column Assessment Report, 2005-06

<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 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>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>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>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>74% of the Elementary Education candidates and 67% of the Secondary Education candidates passed the state adopted content test in their area of study.</p> <p>All programs are fully accredited by the USOE. All eligible programs with the exception of early childhood, science, and social studies are nationally recognized.</p> <p>99% of the candidates met the conditions for Indicator 1. 99% of the candidates met the conditions of Indicators 30.</p> <p>Of the 80 candidates submitting e-portfolios for AY 2005-2006, all met or partially met this criterion.</p> <p>98% of all teachers candidates performed at the "standard met" level of this criteria.</p>	<p>During the AY 2006-2007, the Unit will conduct a study to closer align Unit content to the learning outcomes on which the content tests are based.</p> <p>Results of SPA and USOE reviews are used to ensure curriculum alignment with state and national standards. The Unit will submit reports for approval by appropriate specialty associations (NAEYC, NSTA, and NCSS) prior to AU 2007-2008.</p> <p>Results of this assessment will be used to further refine the evaluation instrument.</p> <p>Results of this assessment were used to refine the Portfolio Assessment Rubrics. All program completers were required to submit an electronic portfolio during AY 2005-2006.</p> <p>Results of the assessment were used to refine the TWS scoring rubric. The Unit is currently engaged in establishing correlations between the TWS and other performance assessments.</p>

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<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 the baccalaureate level will have developed a depth of understanding in their major field.</p>	<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>Criteria 2,3,4, 5, and 7 of the Professional Portfolio scoring rubric provides evidence of candidates' ability to apply professional and pedagogical knowledge. All candidates will meet or partially meet the requirements of this criterion.</p> <p>Items 2, 3, 4, 5, 7, 8, 9, 12, 13, 15, and 17 of an exit survey administered to program completers provides evidence candidates' perceptions of their ability to apply professional and pedagogical knowledge.</p> <p>Ninety percent of recent program completers will agree or strongly agree that the Unit helped them develop effective skills in applying these types of knowledge.</p> <p>Clinical Practice Evaluations are closely aligned with INTASC Standards and several performance indicators address ability of candidates to use professional and pedagogical knowledge. Specifically, indicators 3, 4, 5, 6, 8, 12, and 13 are designed to assess candidates' ability to apply these types of knowledge to various elements of instruction. All candidates will meet or partially meet the conditions associated with these indicators.</p> <p>The PRAXIS Principles of Learning and Teaching test addresses the application of professional and pedagogical knowledge. All candidates will score at least 160 on</p>	<p>The mean holistic score for Criteria 2 was 2.0; for Criteria 3 the score was 2.1; for Criteria 4 the score was 2.0; for Criteria 5 the score was 2.0; and for Criteria 7 the score was 2.1.</p> <p>Of the 148 candidates surveyed, 88% agreed or strongly agreed with items 2, 3, 4, 5, 8, 9, 12, 13, 15, and 17.</p> <p>98.5% of the elementary and secondary candidates met or partly met Indicators 3, 4, 5, 6, 8, 12, and 13.</p> <p>96% of the elementary candidates and 90% of the secondary candidates scored at or above 160 on the PRAXIS Principles of Learning and Teaching test.</p>	<p>Results of ePortfolio assessments are used to refine the ePortfolio prompt and scoring rubrics. Performance is expected to improve as candidates become more familiar with the ePortfolio assessment process.</p> <p>Exit surveys and interviews are conducted at the end of every semester and results are used for program improvement.</p> <p>Results of Clinical Practice Evaluation forms are used to determine grades for the clinical practice portion of the teacher preparation program and for program review purposes.</p> <p>Candidates who score below the cut score of 160 are given professional growth plans to help them improve. A score of 160 is required for Level II</p>

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