

Assessment: Reporting Unit Four Column

Program (CoELA) - Early Childhood Education AD

Assessment Contact: Prof. Becky Davis

Program Notes: Focused on preparing effective early childhood educators for pre-schools, child care centers, and other programs.

Mission Statement: The mission of Lake Superior State University School of Education is to promote the development of educational innovators who embrace diversity and are committed to the success of all learners.

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Content Knowledge - Candidates demonstrate their content area knowledge in the design, implementation, and evaluation of experiences that result in developmental and learning outcomes for each child.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p> <p>Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p> <p>Assessment Year: AY16-17</p>	<p>Direct - Writing Intensive Assignment - Large Group/Small Group Activity Plan</p> <p>Rubric criteria will assess:</p> <p>Knowledge of the content addressed in plan, based on the Michigan Early Childhood Standards of Quality</p> <p>Integration of observation data of individual children into the design and adaptation of the plan for individual learners</p> <p>Assessment of learning outcomes for each child</p> <p>Criteria Target: 100% of students will demonstrate high level of proficiency on each criteria.</p> <p>Schedule/Notes: Completed in CHLD245 Early Childhood Curriculum, Year 3 Spring semester</p> <p>Related Documents:</p> <p>Large Group Activity Plan.docx</p> <p>Large Group Lesson Plan Scoring Rubric 2018.docx</p> <p>Small Group Activity Plan.docx</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No</p> <p>Class not taught in 2017-2018 (09/01/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017</p> <p>Goal met: Yes</p> <p>1/3 of the students demonstrate a sufficient level of competency through written lesson plans. 2/3 demonstrate high levels of competency on lesson plans. (08/24/2018)</p>	<p>Use of Result: Implement in the 2018-2019 year and review. (09/01/2018)</p> <hr/> <p>Use of Result: The use of lesson plans for large and small group will continue. Students are able to make links between the NAEYC standards and the lesson plans with high levels of proficiency. (08/24/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Child Development - Candidates apply their knowledge and understanding of young children's developmental needs to create healthy, respectful, supportive, and challenging learning environments for each child.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Small Group Lesson Plan Scoring Rubric 2018.docx</p> <p>Direct - Field Placement/Internship Evaluation - Students will complete a field practicum of 170 hours in a licensed high quality preschool, infant-toddler or special education preschool classroom. Students will assist with large group, small group and classroom management activities. Students will submit 10 field experience reports focused on various NAEYC standards.</p> <p>Criteria Target: 100% of the students will complete all 10 field reports earning enough points to be "sufficient" based on the grading rubric criteria.</p> <p>High Impact Program Practices 1: Internships</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>100% of the students completing the practicum earned a level of "sufficient" on the grading rubric. (05/08/2018)</p>	<p>Use of Result: Continue to monitor the new field report format. (09/01/2018)</p>
<p>Observation and Assessment - Candidates demonstrate knowledge of systematic observations, documentation, and assessment strategies through the effective use of these techniques to promote positive outcomes for each child.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.</p>	<p>Direct - Writing Intensive Assignment - Ages and Stages Questionnaire (ASQ) Integrated Report</p> <p>Rubric criteria will assess:</p> <p>Accuracy of observations and documentation, and appropriate assessment of developmental stage</p> <p>Criteria Target: 100% of students will score a 3 or 4 on each of the criteria on the rubric</p> <p>Schedule/Notes: CHLD150 Observation and Assessment in Early Childhood Education, Year 2 Spring Semester</p> <p>Related Documents:</p> <p>Claim 3 Key Assessment_CHLD150.doc</p>		

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>Direct - Case Analysis - Students learn protocol for Ages and Stages Questionnaire, then choose one child from their assigned field experience placement and conduct an ASQ. The results of the ASQ are then used in class to analyze the development of the child within an expected developmental range. Results are also used to develop activities and interventions to meet the child's developmental needs.</p> <p>Criteria Target: 100% of students will successfully complete at least one ASQ and provide an analysis of development and lesson plan based on the assessment outcomes.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students successfully completed one ASQ, analyzed the results, and completed a lesson plan reflective of the results. (12/17/2017)</p>	<p>Use of Result: The student use of ASQ in one class was successful. Future planning could include expanding the use of this tool in at least two classes so that students might see a more diverse result. (12/17/2017)</p>
<p>Families as Partners - Candidates value the important and complex characteristics of children's families in their development of respectful, reciprocal relationships and in the involvement of families in their children's development and learning.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Writing Intensive Assignment - Students create a mock parent newsletter which is grades on a scoring rubric.</p> <p>Criteria Target: 100% of students will complete the mock newsletter. 80% will score 4/5 on the rubric.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>100% of students completed the mock parent newsletter. 100% earned 4/5 or more on the scoring rubric. (08/31/2018)</p>	<p>Use of Result: This assignment has been successful for students to demonstrate respectful relationships with families. The assignment will continue as is. (08/31/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Professional Dispositions - Candidates demonstrate professional dispositions throughout coursework, field experience, and practicums. Goal Status: Active Goal Category: Student Learning Start Date: 08/01/2014 Institutional Learning: ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - 100% of students will demonstrate professional dispositions which will strengthen as students progress through the freshman, sophomore, junior and senior course work completing reflections for each field experience will demonstrate students growth toward professionalize.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 100% of students have had success in field experiences and practicum. Anecdotally, administrators and classroom teachers report LSSU students are respectful, prepared, and actively participating in classroom experiences with children. (08/31/2018)</p>	<p>Use of Result: In order to further evaluate and make the field experiences a mutually beneficial opportunity, an external advisory committee could be formed with the intent of providing feedback to LSSU ECE faculty. (08/31/2018) Budget Request: 1000 Budget Rationale: Teachers and administrators are busy and have classroom and programs to run. The advisory meeting would need to be held during the summer months when school is not in session, compensation for their time seems reasonable. In order to compensate external advisory committee members it is recommended that each participate receive lunch and a \$50.00 stipend for an annual advisory meeting.</p>
<p>Advocacy - Candidates integrate knowledge of ethical standards and other early childhood professional guidelines in advocating for sound educational practices and policies. Goal Status: Active Goal Category: Student Learning Start Date: 08/01/2014 Institutional Learning: ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Exam/Quiz - within the course - Students study the NAEYC Code of Ethics. (CHLD 270) Students participate in an extensive practicum placement of 170 hours and demonstrate confidentiality for both staff and student information. Students work with a diverse population of children and families during the field experiences and provide reflection papers which demonstrate an understanding of ethical and professional guidelines. Criteria Target: 100% of AD degree completion students will successfully complete 250 hours of field experience demonstrating</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Students demonstrate knowledge of ethical standards within course work by analyzing ethical dilemma scenarios and then demonstrate integration during field work placements. Anecdotal feedback from field experience mentors continues to reflect that students maintain confidentiality and have respect for the information they learn about individual students during field experiences. (12/17/2017)</p>	<p>Use of Result: In order to collect data in a more procedural way, a survey will be sent to field experience teachers and mentors to evaluate how students demonstrate in practice their knowledge of ethical standards. (01/15/2018)</p>

Student Learning Outcomes

Assessment Criteria & Procedures

Assessment Results

Use of Results

knowledge of and acceptance of a diverse population of children, families and staff while placed in various settings.

Assessment: Reporting Unit Four Column

Program (CoELA) - Early Childhood Education BS

Assessment Contact: Prof. Becky Davis

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Content Knowledge - Candidates demonstrate their content area knowledge in the design, implementation, and evaluation of experiences that result in developmental and learning outcomes for each child.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Writing Intensive Assignment - Large Group/Small Group Activity Plan</p> <p>Rubric criteria will assess:</p> <p>Knowledge of the content addressed in plan, based on the Michigan Early Childhood Standards of Quality</p> <p>Integration of observation data of individual children into the design and adaptation of the plan for individual learners</p> <p>Assessment of learning outcomes for each child</p> <p>Criteria Target: 100% of students will demonstrate high level of proficiency on each criteria.</p> <p>Schedule/Notes: Completed in CHLD245 Early Childhood Curriculum, Year 3 Spring semester</p> <p>Related Documents:</p> <p>Large Group Activity Plan.docx</p> <p>Large Group Lesson Plan Scoring Rubric 2018.docx</p> <p>Small Group Activity Plan.docx</p> <p>Small Group Lesson Plan Scoring Rubric 2018.docx</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No</p> <p>80% of students scores 4 or 5 on the scoring rubric. (05/15/2018)</p>	<p>Use of Result: This assignment will continue as is. (08/31/2018)</p>
<p>Child Development - Candidates</p>	<p>Direct - Writing Intensive</p>	<p>Finding Reporting Year: 2017-2018</p>	<p>Use of Result: Faculty will review</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>apply their knowledge and understanding of young children's typical and atypical developmental needs to create healthy, respectful, supportive, and challenging learning environments for each child.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Assignment - Individual Learner Assessment and Plan Rubric criteria will assess: Accuracy of observation and assessment of developmental stages, both typical and atypical Design of appropriate, supportive learning environments for individual stages and needs</p> <p>Criteria Target: 100% of students will score a 3 or 4 on the rubric</p> <p>Schedule/Notes: Administered in CHLD310 Inclusion in Early Childhood Settings, Year 4 Fall Semester</p> <p>Related Documents: Creating an Environment for Learning Checklist.docx Individual Learner Assessment and Plan.docx Reflection Evaluation Scoring Rubric.doc</p>	<p>Goal met: Yes</p> <p>The ASQ Integrated Report is an integral component of this course, however, due to transitions in faculty assignment for the course (four faculty - one full-time, three adjunct), the key assessment was not administered in a consistent manner. The ASQ assignment was a significant component of the grading each semester and the Early Childhood (General and Special) Education students enrolled in the course each earned a grade of B+ or better in the course. (08/31/2018)</p>	<p>the key assessment framework to confirm the fit within the course framework, making appropriate adjustments to the course, if necessary. Information about the assignment will be more fully incorporated into the course syllabus. (08/31/2018)</p>
<p>Observation and Assessment - Candidates demonstrate in-depth knowledge of systematic observations, documentation, and assessment strategies through the effective use of these techniques to promote positive outcomes for each child.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve</p>	<p>Direct - Writing Intensive Assignment - Ages and Stages Questionnaire (ASQ) Integrated Report Rubric criteria will assess: Accuracy of observations and documentation, and appropriate assessment of developmental stage</p> <p>Criteria Target: 100% of students will score a 3 or 4 on each of the criteria on the rubric</p> <p>Schedule/Notes: CHLD150 Observation and Assessment in Early Childhood Education, Year 2 Spring Semester</p> <p>Related Documents: Claim 3 Key Assessment CHLD 150.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students will complete two field practicum of 170 hours each in a licensed high quality preschool, infant-toddler or special education preschool classroom. Students will assist with large group, small group and classroom management activities. Students will submit 10 field experience reports focused on various NAEYC standards. (08/31/2018)</p>	<p>Use of Result: 20 students successfully completed the requirements of the practicum (CHLD 260 or CHLD 410) (08/31/2018)</p>

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<p>a complex problem.</p>	<p>doc Direct - Writing Intensive Assignment - The ASQ Integrated Report is an integral component of this course, however, due to transitions in faculty assignment for the course (four faculty - one full-time, three adjunct), the key assessment was not administered in a consistent manner. The ASQ assignment was a significant component of the grading each semester and the Early Childhood (General and Special) Education students enrolled in the course each earned a grade of B+ or better in the course.</p>		
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<p>Family and Community Partnerships - Candidates value the important and complex characteristics of children's families and communities in their development of respectful, reciprocal relationships and partnerships. Goal Status: Active Goal Category: Student Learning Start Date: 08/01/2014 Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Writing Intensive Assignment - Family Involvement Plan Rubric criteria will assess: Knowledge of the wide range of aspects of family and community culture and dynamics Ability to develop goals and activities that are appropriate to the assessment families and communities. Criteria Target: 100% of students will score a 3 or 4 on each criteria. Schedule/Notes: CHLD440 Family and Community Partnerships, Year 4 Spring Semester Related Documents: Claim 4 Key Assessment CHLD 440.doc Family Involvement Plan Assignment.docx</p>		
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Direct - Writing Intensive

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	<p>Assignment - Students create a mock parent newsletter which is graded on a scoring rubric.</p> <p>Criteria Target: 100% of the students will complete the mock newsletter. 80% will score 4 or 5 on the rubric.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>100% of students completed the mock parent newsletter. 100% earned 4 or 5 on the scoring rubric. (08/31/2018)</p>	<p>Use of Result: This assignment has been successful for students to demonstrate respectful relationships with families. The assignment will continue as is. (08/31/2018)</p>
<p>Professional Dispositions - Candidates demonstrate professional dispositions throughout coursework, field experience, and practicums.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Institutional Learning: ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - 100% of students will demonstrate professional dispositions which will strengthen as students progress through the freshman, sophomore, junior and senior course work completing reflections for each field experience will demonstrate students growth toward professionalize.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>100% of students have had success in field experiences and practicum. Anecdotally, administrators and classroom teachers report LSSU students are respectful, prepared and actively participating in classroom experiences with children. (08/31/2018)</p>	<p>Use of Result: In order to further evaluate and make the field experiences a mutually beneficial opportunity, an external advisory committee could be formed with the intent of providing feedback to LSSU ECE faculty. (08/31/2018)</p> <p>Budget Rationale: Teachers and administrators are busy and have classrooms and programs to run. The advisory meeting would need to be held during the summer months when school is not in session, compensation for their time seems reasonable. In order to compensate external advisory committee members, it is recommended that each participant receive lunch and a \$50.00 stipend for an annual advisory meeting.</p> <p>Budget Request: 1000</p>
<p>Advocacy - Candidates demonstrate professional identification with and leadership skills in the early childhood field through articulating and advocating for sound professional practices and public policies.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p>	<p>Direct - Exam/Quiz - within the course - Students study the NAEYC Code of Ethics. (CHLD 270) Students participate in an extensive practicum placement of 170 hours and demonstrate confidentiality for both staff and student information. Students work with a diverse population of children and families</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students demonstrate knowledge of ethical standards within coursework by analyzing ethical dilemma scenarios and then demonstrate integration during field work placements. Anecdotal feedback from field experience mentors continues to reflect that students maintain confidentiality and have respect for the information they learn about individual students during field experiences.</p>	<p>Use of Result: In order to collect data in a more procedural way, a survey will be sent to field experience teachers and mentors to evaluate how students demonstrate in practice their knowledge of ethical standards. (08/31/2018)</p>

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Institutional Learning: ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

during the field experiences and provide reflection papers which demonstrate an understanding of ethical and professional guidelines
Criteria Target: 100% of BS degree completion students will successfully complete 500 hours of field experience demonstrating knowledge of and acceptance of a diverse population of children, families and staff while placed in various settings

(08/31/2018)

Assessment: Reporting Unit Four Column

Program (CoELA) - Elementary Education Early Childhood BS

Assessment Contact: Prof. Becky Davis

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Claim 1 Content Knowledge - Candidates demonstrate their content area knowledge in the design, implementation, and evaluation of experiences that result in developmental and learning outcomes for each child.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating) [Bloom]</p> <p>Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Writing Intensive Assignment - Large Group/Small Group Activity Plan</p> <p>Rubric criteria will assess:</p> <p>Knowledge of the content addressed in plan, based on the Michigan Early Childhood Standards of Quality</p> <p>Integration of observation data of individual children into the design and adaptation of the plan for individual learners</p> <p>Assessment of learning outcomes for each child</p> <p>Criteria Target: 100% of students will demonstrate high level of proficiency on each criteria.</p> <p>Schedule/Notes: Completed in CHLD245 Early Childhood Curriculum, Year 3 Spring semester</p> <p>Related Documents:</p> <p>Large Group Activity Plan.docx</p> <p>Large Group Lesson Plan Scoring Rubric 2018.docx</p> <p>Small Group Activity Plan.docx</p> <p>Small Group Lesson Plan Scoring Rubric 2018.docx</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Of the 12 students who have completed the Early Childhood (General and Special) Education program or are currently in the program with credit for CHLD245, six transferred in CHLD245 and six completed the course at Lake Superior State. This provides a very small number of students on which to report data. Of the six students who completed the Large Group Activity Plan and Small Group Activity Plan assignments, all scored a 4 on the two criteria from the complete rubric that are used for the key assessment. (06/15/2018)</p> <p>Related Documents:</p> <p>Claim 1 Large and Small Group Activity Plans.docx</p>	<p>Use of Result: CHLD245 is a required course for both the Early Childhood (General and Special) Education (ZS) program and the Early Childhood Education bachelor and associate degree programs. As this key assessment is implemented for the Early Childhood Education degrees and that a number of faculty have been assigned to teach the course, next steps will be to hold norming sessions for clarifying the expectations/framework of the assignment and the alignment of the rubric to the claim statements of the three programs. (08/20/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>Direct - Exam/Quiz - Standardized - MTTC Subject Test</p> <p>Criteria Target: Candidates' performance on the sub-areas of the Early Childhood Education (General and Special Education) will be analyzed to assess candidates' preparation in the knowledge and skills specified in the standards. This will be done on an annual basis as part of the continuous program improvement process.</p> <p>Schedule/Notes: The MTTC subject test is taken in Year 4, April, and must be passed prior to the preschool student teaching placement.</p> <p>Related Documents: MTTC Test Objectives Early Childhood Education (General and Special Education)</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>There have been 11 unique testers attributed to LSSU since the program was initially approved. One tested prior to approval, was not, in fact, a Lake State student, and failed and has not repeated. Of the remaining 10 testers, two failed on their first attempt; one passed on her second attempt, the other has yet to test again. The overall pass rate is 90%. There were two testers, both of whom passed on their first attempt, who were not eligible to be counted, so with 8 eligible testers, the pass rate is 87.5%.</p> <p>All of those who have passed the test scored a 3 or 4 on both the Child Development and Learning and the Communication, Language, and Literacy Development sections of the test. The overall percentage of 3 and 4 scores on those sections was 83%. Of those who passed the test, 78% scored a 3 or 4 on the Professional Development section; overall, 75% scored a 3 or 4 on that section. Of those who passed the test, 67% scored a 3 or 4 on the Learning in the Content Area section; overall, 58% scored a 3 or 4 on that section. (06/15/2018)</p> <p>Related Documents: Early Childhood (Gen & Sp) MTTC Results.xls</p>	<p>Use of Result: Faculty will review the alignment of the Professional Development standards with the coursework, to assure that the standards are being addressed in an appropriate sequence and that assessments are built into the course assessment plans. Faculty will review the Learning in the Content Area standards in terms of correspondence with the content provided in the Elementary Planned Program. It may be that there needs to be additional content provided in the Early Childhood Education courses, specific to the young child. (08/20/2018)</p>
<p>Claim 2 Child Development - Candidates apply their knowledge and understanding of young children's typical and atypical developmental needs to create healthy, respectful, supportive, and challenging learning environments for each child.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/01/2014</p> <p>Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately</p>	<p>Direct - Writing Intensive Assignment - Individual Learner Assessment and Plan</p> <p>Rubric criteria will assess: Accuracy of observation and assessment of developmental stages, both typical and atypical Design of appropriate, supportive learning environments for individual stages and needs</p> <p>Criteria Target: 100% of students will score a 3 or 4 on the rubric</p> <p>Schedule/Notes: Administered in CHLD310 Inclusion in Early Childhood Settings, Year 4 Fall</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Of the 15 students who have completed the Early Childhood (General and Special) Education program and who are currently in the program with credit for CHLD310, eight transferred in CHLD310 and seven completed it at LSSU. All of the students completing the course at LSSU demonstrated mastery on the criteria of the assessment (scores of 3 and 4 on the rubric). (06/15/2018)</p> <p>Related Documents: Claim 2 Individual Learner Assessment and Plan.docx</p>	<p>Use of Result: CHLD310 is a required course for both the Early Childhood (General and Special) Education (ZS) program and the Early Childhood Education bachelor and associate degree programs. As this key assessment is implemented for the Early Childhood Education degrees and that a number of faculty have been assigned to teach the course, next steps will be to hold norming sessions for clarifying the expectations/frameworks of the</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Semester</p> <p>Related Documents: Creating an Environment for Learning Checklist.docx Individual Learner Assessment and Plan.docx Reflection Evaluation Scoring Rubric.doc</p> <p>Direct - Capstone Project - including undergraduate research - Student Teaching Final Evaluation Analysis of narrative evaluation to assess the level on Bloom's Taxonomy at which candidates are performing at the completion of the student teaching experience. Criteria Target: All candidates perform at the high-level (creating/evaluating) of Bloom's on each of the four claims.</p> <p>Schedule/Notes: CHLD495 Directed Teaching: Early Childhood</p> <p>Related Documents: Early Childhood Student Teaching Final Evaluation.docx</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Seven students have completed the Directed Teaching requirement for the Early Childhood (General and Special) Education program. Six were placed in a pre-school setting; one was placed in an Early On setting as an exception to the approved program.</p> <p>The final evaluations for each of the students provided evidence of their ability to develop and implement appropriate learning environments reflecting individual children's needs. In addition, a number of the final evaluations noted the ability of the student teacher to proactively set plans and expectations in place that reflected an understanding of individual children's developmental needs. (06/15/2018)</p>	<p>assignment and the alignment of the rubric to the claim statements of the three programs. (08/20/2018)</p> <p>Use of Result: Faculty will review the initial supervision and evaluation process for the pre-school student teaching placement, with the goal of finding a balance between the process that is used for the Teacher Education Unit and the practices and principles of an early childhood setting and teacher role. A focus of this work will be the format for final evaluation narrative, and the alignment with the claim statement, to provide for more reliable and valid data. (08/20/2018)</p>
<p>Claim 3 Observation and Assessment - Candidates demonstrate knowledge of systematic observations, documentation, and assessment strategies through the effective use of these techniques to promote positive outcomes for each child. Goal Status: Active Goal Category: Student Learning Start Date: 08/01/2014 Institutional Learning: ILO2 - Use of</p>	<p>Direct - Writing Intensive Assignment - Ages and Stages Questionnaire (ASQ) Integrated Report</p> <p>Rubric criteria will assess: Accuracy of observations and documentation, and appropriate assessment of developmental stage</p> <p>Criteria Target: 100% of students will score a 3 or 4 on each of the criteria on the rubric</p> <p>Schedule/Notes: CHLD150</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The ASQ Integrated Report is an integral component of this course, however, due to transitions in faculty assignment for the course (four faculty - one full-time, three adjunct), the key assessment was not administered in a consistent manner. The ASQ assignment was a significant component of the grading each semester and the Early Childhood (General and Special) Education students enrolled in the course each earned a grade of B+ or better in the course. (06/15/2018)</p>	<p>Use of Result: Faculty will review the key assessment framework to confirm the fit within the course framework, making appropriate adjustments to the course, if necessary. Information about the assignment will be more fully incorporated into the course syllabus. (08/20/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem.</p>	<p>Observation and Assessment in Early Childhood Education, Year 2 Spring Semester Related Documents: Claim 3 Key Assessment_CHLD150.doc</p>		
<p>Claim 4 Family and Community Partnerships - Candidates value the important and complex characteristics of children's families and communities in their development of respectful, reciprocal relationships and partnerships. Goal Status: Active Goal Category: Student Learning Start Date: 08/01/2014 Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Writing Intensive Assignment - Family Involvement Plan Rubric criteria will assess: Knowledge of the wide range of aspects of family and community culture and dynamics Ability to develop goals and activities that are appropriate to the assessment families and communities. Criteria Target: 100% of students will score a 3 or 4 on each criteria. Schedule/Notes: CHLD440 Family and Community Partnerships, Year 4 Spring Semester Related Documents: Family Involvement Plan Assignment.docx</p> <p>Direct - Capstone Project - including undergraduate research - Student Teaching Final Evaluation Analysis of narrative evaluation to assess level at which candidates are performing at the completion of the student teaching experience. Criteria Target: 100% of candidates will perform at the highest level of Bloom's. Schedule/Notes: CHLD495 Directed Teaching: Early Childhood</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes In the three times that CHLD440 has been offered since the ZS program was approved, students in both the BS and ZS programs scored equally strong - earning full marks on the Family Involvement Plan. (06/15/2018)</p> <p>Finding Reporting Year: 2017-2018 Goal met: Yes Seven students have completed the Directed Teaching requirement for the Early Childhood (General and Special) Education program. Six were placed in a pre-school setting; one was placed in an EarlyOn setting as an exception to the approved program. The final evaluations for the students provided some evidence of respectful interactions with adults in the classroom setting. In most cases, the evidence related to this claim was provided by the student teacher or the cooperating teacher; the university supervisor did not always happen to be in the classroom when other adults</p>	<p>Use of Result: Norming sessions will be held for all faculty teaching this course to confirm expectations and criteria. At a June 14, 2018, assessment work session for all faculty (regular and adjunct), participants raised the question of assuring that there is a shared set of expectations regarding acceptable levels of writing, research, and rigor in class activities and in assignments. This will frame agendas for upcoming early childhood education work sessions. (08/20/2018)</p> <p>Use of Result: Faculty will review the initial supervision and evaluation process for the pre-school student teaching placement, with the goal of finding a balance between the process that is used for the Teacher Education Unit and the practices and principles of an early childhood setting and teacher role. A focus of this work will be the format for final evaluation narrative, and the alignment with</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>Related Documents: Early Childhood Student Teaching Final Evaluation.docx</p>	<p>were present. Student teachers did not present written plans or communication as part of the expectation of documentation related to the student teaching experience. (06/15/2018)</p>	<p>the claim statement, to provide for more reliable and valid data. (08/20/2018)</p>

Assessment: Reporting Unit Four Column

Program (CoELA) - Elementary Education Lang Arts/Math BS

Assessment Contact: Dr. Guidi Yang

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Instructional Choices - Language Arts - Candidates will make instructional choices that consider the integrated nature of the language arts, the socio-cultural and dynamic nature of language, and the principles of rhetoric and communication.</p> <p>Goal Status: Active Goal Category: Student Learning Start Date: 07/15/2018 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p>	<p>Direct - Writing Intensive Assignment - Candidates will design a unit plan that illustrates their ability to integrate all six components of the English language arts into units, and make instructional decisions based on sound rhetorical principles. Candidates will design a lesson in the unit that values the socio-cultural and dynamic nature of language.</p> <p>Schedule/Notes: EDUC411</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Data from Fall 2017 course assessment: Unit plan integrates all six language arts: 6/6 Unit plan is based on sound rhetorical principles: 6/6 Unit plan contains a lesson focusing on the dynamic nature of language: 0/6 (09/03/2018)</p>	<p>Use of Result: Faculty in Arts and Letters, and Education need to review the requirement to include a lesson in the EDUC411 unit that values the socio-cultural and dynamic nature of language. (09/04/2018)</p>
<p>Grammar and Language - Candidates will value both prescriptive and descriptive grammars and conventions of English and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences.</p> <p>Goal Status: Active Goal Category: Student Learning Start Date: 07/15/2018 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex</p>	<p>Direct - Exam/Quiz - within the course - Embedded questions on the final exam will allow students to demonstrate that they value both prescriptive and descriptive grammar, and appreciate the dynamic nature of English as a language shaped by historical, social, and cultural influences.</p> <p>Schedule/Notes: ENGL222</p>	<p>Finding Reporting Year: 2016-2017 Goal met: Yes Data from the Fall 2016 final exam embedded questions: Students understand the prescriptivism versus descriptivism debate: 83% Students value both descriptive and prescriptive grammars: 89% Students appreciate dynamic nature of English: 71.5% (09/04/2018)</p>	<p>Use of Result: Integrated additional materials into Fall2017 course design to make students more appreciative of the dynamic nature of English affected by outside forces. (09/04/2018)</p>
<p>Direct - Exam/Quiz - within the course - Instructor assessed student position on prescriptive and descriptive grammars and conventions of English with an essay;</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Data from the Fall 2017 course offering: Students understand prescriptivism versus descriptivism</p>	<p>Use of Result: Future offerings of course will collect all information using the MDE-approved program assessment method (embedded questions on the final exam).</p>	

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
ideas in written and oral presentations.	instructor assessed dynamic nature of English by having students take notes on an 8-part video on the subject. Schedule/Notes: ENGL222	debate: 94% Students value both descriptive and prescriptive grammars: NO DATA Students appreciate the dynamic nature of English: 88% (09/04/2018)	(09/04/2018)
<p>Analyze Texts - Candidates will synthesize knowledge of genre, craft, and criticism to analyze texts. Goal Status: Active Goal Category: Student Learning Start Date: 07/15/2018 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Writing Intensive Assignment - Candidates complete standardized essay assignments in American literature survey courses, using literary terminology, genre characteristics, and close reading, to complete textual analysis. Schedule/Notes: ENGL231, ENGL232</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes In Fall 2017, in ENGL 231, students performed a close reading of a text that illustrated how its style, voice, and language choices, as well as literary techniques and devices, impacted overall sense and meaning. They also considered how the text reflects or challenges the culture, values, and perspectives of the period. Of the three essays students composed performing analysis of literary texts, the average level of performance was in the intermediate range. Students continue to do well in identifying important passages and applying rudimentary interpretation of them, but fall short of a building a more advanced argument about the text. In Spring 2018, in ENGL 232, students performed similarly on both prose and poetry analytical essays. Their performance in both genres was in the high intermediate range. This is in contrast with previous years where poetry analysis faltered behind prose. (09/04/2018)</p>	<p>Use of Result: For Fall 2018, in ENGL 231, devote class time to writing instruction; provide more opportunity to draft and revise and engage with basic skills of writing about literature. For Spring 2019, in ENGL 232, continue with organization of course into separate units for prose and poetry (09/04/2018)</p>
<p>Literacy and Scholarship - Candidates will value, apply, and recommend effective literacy and scholarship practices. Goal Status: Active Goal Category: Student Learning Start Date: 07/15/2018 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve</p>	<p>Direct - Writing Intensive Assignment - Candidates complete a research project that illustrates their ability to value and apply effective literacy and scholarship practices midway through their coursework. Later, they will design a unit plan, which illustrates their ability to recommend effective literacy and scholarship practices to students. They also display their mastery of the ability to apply literacy and scholarship practices in their senior project. Schedule/Notes: ENGL320,</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No A three-year review of student assignments, course evaluations, and informal feedback in EDUC 411--the place where key assessment of this outcome is supposed to occur--revealed that students are not given enough of an opportunity to focus enough on mastering this outcome in that course and its related fieldwork, due to the time spent on instilling in students a lifelong love of reading and writing in EDUC 411. (09/04/2018)</p>	<p>Use of Result: Moved some materials pertaining to lifelong love of reading and writing focus to ENGL 470 (language arts senior thesis course). Removed creative writing component in EDUC 411 based on feedback from the district. Coordinated a series of meetings in spring and summer 2018 between program professors and key members of the local school district to initiate a new model for field placement in EDUC 411 and EDUC 422 that would</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>EDUC411, ENGL470</p>		<p>both meet district needs and give our candidates the opportunity to more actively apply and recommend effective literacy and scholarship practices. As of Fall 2018, the EDUC 411 and 422 courses will be co-taught by LSSU professors at the local middle school, with field placement occurring during a History-Day themed 5th grade after school program designed by LSSU candidates in EDUC 411 (with debriefing and reflection occurring directly afterwards at the middle school in another room). The closer supervision of professors and more direct alignment of this program outcome with fieldwork will allow students more practice applying and recommending effective literacy and scholarship practices. (09/04/2018)</p>
<p>Mathematical Processes and Number Concepts - Candidates will be able to use mathematical processes, axiomatic systems, computing, algorithms, and logical reasoning to solve problems and communicate mathematical ideas. Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or</p>	<p>Direct - Exam/Quiz - Standardized - The Mathematical Processes and Number Concepts subarea scores on the MTTC Mathematics (EX) Subject Test will be analyzed</p> <hr/> <p>Direct - Exam/Quiz - within the course - Students in MATH103 are able to describe and justify algorithms used in elementary schools.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 100% of candidates scored 3 or higher. Only two candidates took the exam, both were math majors (09/04/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018 Goal met: No 56% of the students could complete this task and 88% were partially successful in that they were able to describe/replicate the algorithm but could not fully justify it. (09/04/2018)</p>	<p>Use of Result: Will need to monitor exam results for minors, as well as majors, to assure that pass rate remains high. (09/04/2018)</p> <hr/> <p>Use of Result: In Fall 2018, we will reinforce (through class activities) the justification of algorithms. We will also develop a rubric for grading this Key Assessment that can be used across multiple sections. (09/04/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>create a substantial work of art.</p> <p>Patterns, Alegraic Relationships, and Functions - Candidates will describe, analyze, and generalize patterns, algebraic relationships and functions using the tools of algebra and calculus.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Exam/Quiz - Standardized - The Patterns, Algebraic Relationships, and Functions subarea scores on the MTTC Mathematics (EX) Subject Test will be analyzed</p> <p>Direct - Group project, collaborative learning - Candidates in MATH 103 are able to state a function given a list of values, such as an arithmetic sequence or other linear function.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>100% of candidates scored 3 or higher. Only two candidates took the exam, both were math majors (09/04/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>75% of the students were about to determine the function in 6 or fewer steps; 50% were able to do so in 4 or fewer steps. (09/04/2018)</p>	<p>Use of Result: Will need to monitor exam results for minors, as well as majors, to assure that pass rate remains high. (09/04/2018)</p> <hr/> <p>Use of Result: There were no concerns at this time. Will monitor in fall 2018. May need to disaggregate based on minor/major. (09/04/2018)</p>
<p>Measurement and Geometry - Candidates will apply geometric principles in Euclidean, analytic, transformational and vector geometry to analyze geometric objects, form conjectures, solve problems and prove theorems.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Exam/Quiz - Standardized - The Measurement and Geometry subarea scores on the MTTC Mathematics (EX) Subject Test will be analyzed</p> <p>Direct - Exam/Quiz - within the course - Candidates in MATH 104 [Geometry and Measurement for Elementary Teachers] are able to use similar triangles and the Pythagorean Theorem to solve real world problems.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>100% of candidates scored 3 or higher. Only two candidates took the exam, both were math majors (09/04/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>93% of the class was successful (09/04/2018)</p>	<p>Use of Result: Will need to monitor exam results for minors, as well as majors, to assure that pass rate remains high. (09/04/2018)</p> <hr/> <p>Use of Result: No concern at this time. Continue to monitor. (09/04/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Data Analysis, Statistics, Probability, and Discrete Mathematics - Candidates will organize, analyze and interpret data, sets and relations using the tools of statistics, probability, and discrete mathematics.</p> <p>Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Exam/Quiz - Standardized - The Data Analysis, Statistics, Probability and Discrete Mathematics subarea scores on the MTTC Mathematics (EX) Subject Test will be analyzed</p> <p>Direct - Exam/Quiz - within the course - Candidates in MATH207 will calculate empirical probabilities given data.</p> <p>Direct - Group project, collaborative learning - Candidates in MATH207 will complete a descriptive statistics project.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 100% of candidates scored 3 or higher. Only two candidates took the exam, both were math majors (09/04/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018 Goal met: Yes 79.8% scored a 7 or above (09/04/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018 Goal met: Yes 77.5% scored 70% or higher (09/04/2018)</p>	<p>Use of Result: Will need to monitor exam results for minors, as well as majors, to assure that pass rate remains high. (09/04/2018)</p> <hr/> <p>Use of Result: No concerns at this time. (09/04/2018)</p> <hr/> <p>Use of Result: No concerns at this time (09/04/2018)</p>
<p>Instructional Choices - Mathematics - Candidates make instructional choices that reflect the integrated nature of mathematical concepts and mathematical practices within and among the mathematical domains.</p> <p>Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to</p>	<p>Direct - Writing Intensive Assignment - Candidates in EDUC420 will complete a unit plan.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 100% of students scored 3 or higher on each section of the Unit Plan Rubric. (09/04/2018)</p>	<p>Use of Result: The current unit plan key assessment in EDUC420 is not aligned with this claim. Additional criteria will need to be developed for the key assessment for this claim, which could be added to the EDUC420 unit plan assignment. (09/04/2018)</p>

*Student Learning Outcomes**Assessment Criteria & Procedures**Assessment Results**Use of Results*

answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

Assessment: Reporting Unit Four Column

Program (CoELA) - Elementary Education Special Education BS

Assessment Contact: Dr. Cathy White

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Assessment - Candidates utilize appropriate methods and instruments in conducting assessments of individual strengths and needs of students with learning disabilities.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 07/15/2018</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p> <p>Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Progress Monitoring Project - candidates identify an IEP objective to monitor, choose appropriate assessments, implement the assessments, and monitor student progress.</p> <p>Criteria Target: 100% of students will earn 170/170 on total of Tool, Data, and Recommendations rows of rubric.</p> <p>Schedule/Notes: EDSE403</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No</p> <p>Class not taught (08/29/2018)</p>	<p>Use of Result: Class not taught. Program is under review and data from previous classes will be considered in review (08/29/2018)</p>
	<p>Student Teaching</p> <p>Schedule/Notes: EDSE492</p>	<p>Finding Reporting Year: 2016-2017</p> <p>Goal met: No</p> <p>Class not taught (08/22/2018)</p>	<p>Use of Result: Class not taught (08/29/2018)</p>
		<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Two candidates student taught in S18. Both were successful in this goal. Both candidates used a variety of assessments, both formal and informal, to inform their teaching. One candidates utilized Fountas & Pinnell. The other candidate used classroom assessments such as quizzes, activities, and exit tickets. Both students used the assessment data to inform instruction. (08/29/2018)</p>	<p>Use of Result: Although both students were able to use a variety of assessments and adjust their instruction, neither collected and used data for student behavior. They could both speak of overall trends in student behavior but could not quantify it. More work is needed in the courses to prepare candidates to collect and use behavior data. Both candidates demonstrated skills mostly at the Applying level of Blooms Taxonomy with occasional demonstrations at the Analyzing and Evaluating levels. The program is currently under</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
		<p>Finding Reporting Year: 2016-2017 Goal met: Yes Two candidates student taught in S17. Both were successful in this goal. Both candidates used a variety of assessments, both formal and informal, to inform their teaching. Candidates utilized district resources such as Fountas & Pinnell, and MAP NWEA. Candidates used individual assessments such as Dolch lists and running records. Candidates kept data records of daily progress based on student IEP goals and objectives and adjusted instruction accordingly. (08/22/2018)</p>	<p>review with an analysis of course outcomes, assessments, and activities. The goal would be to enable candidates to work mostly in the Analyzing and Evaluating levels. (08/22/2018)</p> <p>Use of Result: Although both candidates had some experience collecting data for FBAs, more work is needed at the course level to prepare them for daily behavior monitoring and collecting data for plans. Both candidates demonstrated skills mostly at the Applying level of Blooms Taxonomy with occasional demonstrations at the Analyzing and Evaluating levels. The program is currently under review with an analysis of course outcomes, assessments, and activities. The goal would be to enable candidates to work mostly in the Analyzing and Evaluating levels. (08/22/2018)</p>
	<p>MTTC Learning Disabilities exam Subarea 2: Assessing Students with Learning Disabilities and Developing Individualized Programs Criteria Target: 100% of students will earn a 3 or 4 on this portion of the exam</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Aggregate scores from 7 program completers show 6 students earned a 3 or a 4 on subarea 2 of the MTTC exam. One student earned a 2. (08/29/2018)</p>	<p>Use of Result: Program is under review. Although most students achieved the desired scores, these scores will be used in conjunction with other program assessments to guide necessary course revision. (08/29/2018)</p>
<p>Individual Plans - Candidates develop, implement, and amend Individual Education Programs, Individualized Family Service Plans, and transition plans for students with learning disabilities.</p>	<p>IEP - candidates will complete an IEP with justification for each section of the document. Criteria Target: 100% of students will earn full points (200) as measured by the rubric</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Class not taught (08/29/2018)</p> <p>Finding Reporting Year: 2016-2017</p>	<p>Use of Result: Class not taught but assessment data from 15-16 will be used for program review. (08/29/2018)</p> <p>Use of Result: Class not taught</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Goal Status: Active Goal Category: Student Learning Start Date: 07/15/2018 Goal Level (Bloom/Webb): High-Level (Creating/Evaluating) [Bloom] Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Schedule/Notes: EDSE403 Student Teaching Schedule/Notes: EDSE492</p>	<p>Goal met: No Class not taught (08/22/2018) Finding Reporting Year: 2017-2018 Goal met: Yes Two candidates student taught in S18. Both were able to work with their collaborating teacher to write IEPs with appropriate goals. Both candidates planned activities based on the IEPs but the alignment could have been stronger. One candidate developed individualized lessons based on student strengths and weaknesses and the IEP goals. (08/22/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017 Goal met: Yes Two candidates student taught in S17. Both worked with their collaborating teacher to develop IEPs. In addition, both had the opportunity to independently run at least one IEP meeting. Learning activities were based on the IEP goals and objectives but could have been more closely aligned and in some cases more individualized. (08/15/2018)</p>	<p>(08/29/2018)</p> <p>Use of Result: Although both candidates could write appropriate IEPs and based lessons on IEP goals, more coursework is needed in selecting individualized activities. Candidates were mostly at the lower levels of Blooms Taxonomy when developing IEPs. The program is currently under review with an analysis of course outcomes, assessments, and activities. The goal would be to enable candidates to work mostly in the Analyzing and Evaluating levels. (08/22/2018)</p> <hr/> <p>Use of Result: Courses need to be adjusted to better prepare candidates on teaching strategies and the selection of learning activities. Candidates were mostly at the lower levels of Blooms Taxonomy when developing IEPs. The program is currently under review with an analysis of course outcomes, assessments, and activities. The goal would be to enable candidates to work mostly in the Analyzing and Evaluating levels. (08/22/2018)</p>
	<p>MTTC Learning disabilities exam Subareas 1 (Understanding Students with Learning Disabilities) and 4 (Working in the Professional Environment)</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Of 7 program completers, 5 earned a 3 of 4 on Subarea 1 and 2 earned a 2. Subarea 4 had the same scores with 5 earning a 3 or 4 and 2 earning a 2. (08/29/2018)</p>	<p>Use of Result: These two subareas of the MTTC were the only two areas where 2 candidates earned a 2. As the program is reviewed and courses are analyzed for alignment to MI standards, this</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>Criteria Target: All students will earn a 3 or 4 on both subareas</p>		<p>data will be considered. Coursework may need to be adjusted to better address the standards. (08/29/2018)</p>
<p>Learning Environment - Candidates implement instructional and behavioral intervention strategies to create and maintain an effective learning environment for students with learning disabilities.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 07/15/2018</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p> <p>Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art. , ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Inclusion Case Study</p> <p>Schedule/Notes: EDSE401</p> <p>Fieldwork Reflection - candidates will reflect on learning activities they've conducted in their fieldwork placements.</p> <p>Criteria Target: All students will earn 90/90 on the total of the context and plan, analysis and interpretation, and reflection sections of the rubric.</p> <p>Schedule/Notes: EDSE404</p> <p>Student Teaching</p> <p>Schedule/Notes: EDSE492</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No</p> <p>Class not taught (08/30/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017</p> <p>Goal met: No</p> <p>Class not taught (08/29/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Two candidates student taught in S18. Both were very effective at creating a positive classroom environment. Both used a variety of activities and modalities in their instruction. Both had opportunities to use behavior strategies effectively. Both candidates collaborated with general education teachers and used that information in their planning. (08/22/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017</p> <p>Goal met: Yes</p> <p>Two candidates student taught in S17. Both were very effective at creating a positive classroom environment. Both used a variety of activities and modalities in their instruction. Both had opportunities to use behavior strategies effectively. (08/15/2018)</p>	<p>Use of Result: Class not taught but assessment data from 15-16 will be used for program review (08/29/2018)</p> <hr/> <p>Use of Result: Class not taught (08/29/2018)</p> <hr/> <p>Use of Result: Both candidates were successful at implementing strategies but were not always able to articulate the educational reason for an activity. Some were chosen more for student interest than academic need. More work is needed in the courses to provide candidates with opportunities to choose research-based interventions. (08/22/2018)</p> <hr/> <p>Use of Result: Both candidates were successful at implementing strategies but were not always able to articulate the educational reason for an activity. Some were chosen more for student interest than academic need. More work is needed in the courses to provide candidates with opportunities to choose research-based</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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MTTC Learning Disabilities exam Subarea 3 (Teaching and Modifying Instruction and Curricula for Students with Learning Disabilities)

Criteria Target: All students will earn a 3 or 4 on Subarea 3

Finding Reporting Year: 2017-2018

Goal met: Yes

Of 7 program completers, 7 candidates earned a 3 or a 4 on Subarea 3 (08/29/2018)

interventions. (08/22/2018)

Use of Result: The goal was met. Candidates can identify and implement appropriate strategies (08/29/2018)

Assessment: Reporting Unit Four Column

Program (CoELA) - Teacher Education: Elementary

Mission Statement: The mission of Lake Superior State University School of Education is to promote the development of educational innovators who embrace diversity and are committed to the success of all learners.

Assessment Contact: Dr. Donna Fiebelkorn

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Claim 1. Content Knowledge (revised) - Candidates demonstrate deep content knowledge through analyzing and synthesizing ideas, information, and data in the disciplines</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/24/2015</p> <p>Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Writing Intensive Assignment - Unit Plan assignment in EDUC411-EDUC422, EDUC420-EDUC421</p> <p>Assessment rubric includes criteria regarding higher order engagement in content</p> <p>All students will complete a unit plan in each of the two methods blocks.</p> <p>Criteria Target: At least 80% of candidates will score at 4 on each of the criteria.</p> <p>High Impact Program Practices 1: Not applicable to this outcome</p> <p>High Impact Program Practices 2: Service Learning, Community-based learning</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No</p> <p>The goal was met for the Essential Question, Connections, and Engaging Students criteria. Only 43% of candidates scored at 4 on the Enduring Learning criteria. Candidates effectively framed essential questions and connected big ideas with learning activities. The learning activities were problem-based, learner-centered activities that would engage learners. The plans also connected the essential questions to standards and the teaching of standards.</p> <p>The need to revisit the quantity vs quality of the Enduring Learnings criteria was underscored in the analysis of the students work this year. (05/15/2018)</p> <p>Related Documents: Claim 1. Unit Plan Key Assessment Summary 17-18 Elementary.docx</p>	<p>Use of Result: Focus on School of Education work session will be on the Enduring Learning criteria for this key assessment. (10/26/2018)</p>
		<p>Finding Reporting Year: 2016-2017</p> <p>Goal met: Yes</p> <p>Candidates demonstrated depth of content understanding in making connections between standards that are related to the essential questions, for example, including science content standards, a safety standard, an inquiry process standard, and an ELA communication standard within one unit plan.</p>	<p>Use of Result: At School of Education Work Session, discuss removal of Enduring Learnings from rubric criteria, and strengthening that aspect of the Essential Question criteria. (08/18/2017)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>Direct - Exam/Quiz - Standardized - MTTTC Subject Test Analysis of sub-area scores for elementary for evidence of mastery (3 or 4 level) Criteria Target: At least 80% of the sub-areas reports will be at the 3 - 4 level. High Impact Program Practices 1: Not applicable to this outcome High Impact Program Practices 2: Not applicable to this outcome</p>	<p>Activities included in the plans provided sufficient opportunities for students to engage the essential questions/big ideas, and to make connections to the enduring learnings. Faculty expressed concern regarding the quantitative, rather than qualitative, nature of the Enduring Learnings criteria and whether this aspect of deep content knowledge is reflected in the Essential Question criteria on the rubric. (06/05/2017)</p> <p>Related Documents: Claim 1. Unit Plan Key Assessment Summary 16-17 Elementary.docx</p> <p>Finding Reporting Year: 2017-2018 Goal met: No The percentage of candidates scoring a 3 or 4 on each of the subareas on the elementary subject test in the 2016 - 2017 test year (the most recent available) is as follows: English Language Arts - 100% Social Studies - 55% Visual/Performing Arts - 82% Mathematics - 55% Science - 64% Health/Physical Education - 73%</p> <p>All candidates have passed, with only two needing to repeat the test. (05/15/2018)</p> <p>Related Documents: Claim 1. MTTTC.xls</p>	<p>Use of Result: While the overall pass performance remains strong, given the pending revision that will require a passing score on each sub-area test in order for a candidate to pass the overall test, the sub-areas and required coursework will need to be discussed with each of the disciplines over the 2018 - 2019 academic year. This will link with the revision to the teacher certification grade band structure. (05/15/2018)</p>
		<p>Finding Reporting Year: 2016-2017 Goal met: No Overall candidate performance on the new elementary subject test, test number 103, shows that of 29 unique testers since the implementation of the new test in October, 2013, all but two have passed. One of those who failed has chosen not to continue in the program due to other factors; the other will be retesting during summer 2017.</p>	<p>Use of Result: Following the beginning of the 2017 - 2018 academic year, further research into the alignment of the required coursework in the Elementary Planned Program with the test objectives and elementary standards will be done by teacher education faculty in collaboration with academic departments.</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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The percent of candidates scoring a 3 or 4 on each of the subareas on the final test experience, during the 2013 - 2017 period, for each of the 29 candidates is as follows:
 English Language Arts - 86%
 Social Studies - 72%
 Visual/Performing Arts - 93%
 Mathematics - 72%
 Science - 48%
 Health and Physical Educ - 66%

(06/05/2017)

Related Documents:

[MTTC Elementary 103 2013 - 2017 .xlsx](#)

(09/11/2017)

Use of Result: School of Education faculty will review the appropriate alignment of the claim with the MTTC subarea scores, given the limited amount of detailed data provided from the test vendor. Consideration to be given to the overall pass rate on the MTTC as the more appropriate assessment. (08/18/2017)

<p>Claim 2. Pedagogical Content Knowledge - Candidates demonstrate deep subject knowledge through their ability to engage learners in concepts and problem solving from multiple perspectives. Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Writing Intensive Assignment - Lesson Plan assignment in EDUC411-EDUC422, EDUC420-EDUC421 Rubric criteria include demonstration of engaging learners from multiple perspectives Criteria Target: At least 80% of the candidates score a level 4 on each criteria on the rubric. Schedule/Notes: Criteria/Objective defined 08/2015 High Impact Program Practices 1: Not applicable to this outcome High Impact Program Practices 2: Not applicable to this outcome Related Documents: Claim 2. Lesson Plan Key Assessment</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Candidates developed activities that were able to be done in the same class session and were able to be assessed using the same criteria. The areas in which candidates continue to have difficulty are Choice and Assessment. Regarding Choice, they are not always able to explain how they provide students with the opportunity to make choices within a framework or to develop their choices from their own interests. A small number of candidates were not able to accurately describe how they would assess the outcomes set for the lesson. (05/15/2018) Related Documents: Claim 2. Lesson Plan Key Assessment Summary 17-18 Elementary.docx Finding Reporting Year: 2016-2017 Goal met: Yes Candidates successfully met the objective for three of the four criteria: Options, Equity, and Assessment. They were able to develop alternate approaches for engaging students in the content and big ideas, that allowed students to complete each option within the same setting and time frame, with the same assessment criteria, regardless of</p>	<p>Use of Result: School of Education will review the assignment and assessment rubric at a worksession during the fall semester. (09/28/2018) Use of Result: At next Work Session, prior to the 2017 - 2018 academic year, review claim and rubric for alignment of Choice criteria with the multiple perspectives focus of the claim. Choice might well be more appropriately aligned with</p>
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Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
		<p>option chosen. Candidates designed in the expectation that all students complete each of the alternative approaches designed into the lesson plans, continuing to have difficulty with the idea of allowing students choice of how they engage in the content. Faculty noted that this aspect of the assessment sparked discussion among candidates about grouping strategies and about the relative merit of requiring that all students experience all learning experiences/activities. (06/05/2017)</p> <p>Related Documents: Claim 2. Lesson Plan Key Assessment Summary 16-17 Elementary.docx</p> <hr/> <p>Finding Reporting Year: 2016-2017 Goal met: Yes All candidates met the criteria, completing the plans with alignment of standards, assessments, and activities. The average number of technology tools used per candidate fall 2016 was 1.3. This is a 0.3 increase over last year. Many of the lessons did not use technology tools such as websites or presentation tools, but did use interactive activities and manipulatives.</p> <p>Note: Results were not disaggregated for elementary and secondary candidates. (06/01/2017)</p>	<p>candidates' ability to differentiate instruction, which is reflected in Claim 7. (08/15/2017)</p> <hr/> <p>Use of Result: Review of assessment at School of Education Work Session (08/15/2017)</p>
<p>Claim 3. Technology Integration - Candidates intentionally infuse technological tools into curriculum, instruction, and assessment to enhance differentiation, collaboration, and student achievement. Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type,</p>	<p>Direct - Writing Intensive Assignment - Lesson Plan assignment in EDUC350 Developing standards-based lessons utilizing technology tools High Impact Program Practices 1: Not applicable to this outcome High Impact Program Practices 2: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No There were five technology tools used by candidates in the lessons they developed in the course, out of a total of 18 candidates. All of the technology tools were in the instructional plan part of the lesson plan, none in the assessment part of the lesson plan. The design of the lesson plan assignment does include a requirement that technology tools be utilized, with the intent of truly gauging candidates comfort and ease with technology.</p> <p>Note: Results for elementary and secondary candidates</p>	<p>Use of Result: Consider revamp of assignment to create expectation of inclusion of technology tools. This will be a topic for an upcoming School of Education work session. (10/26/2018)</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Presentation, Performance - Technology Integration in Instruction - assessment of technology integration in student teaching</p> <p>High Impact Program Practices 1: Internships</p> <p>High Impact Program Practices 2: Service Learning, Community-based learning</p> <p>Related Documents: OPTIC Rubric.docx OPTIC.pdf</p>	<p>were not disaggregated. (05/15/2018)</p> <p>Finding Reporting Year: 2016-2017 Goal met: Yes All candidates met the criteria, completing the plans with alignment of standards, assessments, and activities. The average number of technology tools used per candidate fall 2016 was 1.3. This is a 0.3 increase over last year. Many of the lessons did not use technology tools such as websites or presentation tools, but did use interactive activities and manipulatives.</p> <p>Note: Results were not disaggregated for elementary and secondary candidates. (06/09/2017)</p> <p>Related Documents: Claim 3. Technology Integration Key Assessment - EDUC 350 Fall2016.docx</p> <p>Finding Reporting Year: 2017-2018 Goal met: No There were six student teachers who completed student teaching in the 2017-2018 school year. The OPTIC was used to evaluate three of the six student teachers. The overall mean rating was 3.96 out of a five point scale. These student teachers scored the lowest involving students in the planning of their use of technology for learning with a mean score of 1.33 out of 5. The student teachers scored well on the categories of skill in effective technology use by students at or above grade level (mean = 5 out of 5) and students being highly engaged in the use of technology (mean = 5 out of 5). (05/15/2018)</p>	<p>Use of Result: Review of assessment at School of Education Work Session. (08/15/2017)</p> <p>Use of Result: Continue to provide training to university supervisors on the instrument and to integrate into the program. Will need to disaggregate secondary and elementary results going forward. (05/15/2018)</p>
<p>Claim 4. Reflection and Improvement - Candidates respond to the results of self-evaluation and reflection for continued improvement in their implementation of research-based pedagogical practices that result in student learning. Goal Status: Active Goal Category: Student Learning</p>	<p>Direct - Writing Intensive Assignment - Dispositions Reflection EDUC250 candidates' reflection on candidate-course instructor conference on candidate self-assessment and instructor assessment of demonstration of dispositions</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All candidates scored at level 4 on the reflection rubric, demonstrating the ability to effectively compare and contrast personal self-assessment and input from the instructor regarding professional dispositions. (05/15/2018)</p> <p>Related Documents: Claim 4. Dispositions Reflection EDUC250 Key Assessment</p>	<p>Use of Result: Continue using the dispositions framework and reflection process. (05/15/2018)</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>High Impact Program Practices 1: Learning Communities High Impact Program Practices 2: Diversity/Global Learning Related Documents: Claim 4. Dispositions Reflection EDUC250 Key Assessment Dispositions Assessment.docx Direct - Writing Intensive Assignment - Dispositions Reflection - EDUC415 High Impact Program Practices 1: Learning Communities High Impact Program Practices 2: Common Intellectual Experiences</p>	<p>17-18.docx</p> <p>Finding Reporting Year: 2017-2018 Goal met: No Eleven of 16 candidates listed specific improvements, noted factors and described the resulting impact of the improvements. They were able to communicate their growth and often cited specific events from teaching lessons in class or in the field. Five candidates listed three specific or general professional dispositions they either worked at or demonstrated. These five explained neither the factors nor the impact of their work on dispositions. Therefore, each of these reflections scored zero on the rubric. (05/15/2018)</p> <p>Related Documents: Claim 4. Dispositions Reflection EDUC415 Key Assessment 17-18.docx</p>	<p>Use of Result: Further investigation regarding possible correlation between the scoring on the reflection and candidate performance in class may help with strengthening the assessment as a predictor of success in the program. (05/15/2018)</p>
		<p>Finding Reporting Year: 2016-2017 Goal met: Yes Candidates reflected on their professional growth, gaining confidence and feeling more comfortable in the role of the teacher presenting the lessons. Assignment and rubric, as implemented, did not align with the earlier revision. (06/05/2017)</p> <p>Related Documents: Claim 4. Dispositions Reflection EDUC415 2016-17.docx Claim 4. Dispositions Reflection EDUC415 Key Assessment.docx</p>	<p>Use of Result: Assignment and rubric revised for future implementations. (06/09/2017) Update: At next School of Education Work Session, review revised assignment and rubric, complete norming exercise for implementation in the 2017-2018 academic year. (08/15/2017)</p>
	<p>Direct - Portfolio Review - Reflective Portfolio High Impact Program Practices 1:</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Student teaching application reflective portfolios were</p>	<p>Use of Result: Review and refinement of the portfolio criteria and process will be the</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>Capstone Course(s), Projects High Impact Program Practices 2: Learning Communities Related Documents: Claim 4. Reflective Portfolio - Student Teaching Application Key Assessment.docx</p>	<p>reviewed by faculty for the five candidates who will student teach in the 2018 - 2019 academic year. Each candidate was found to have met each of the four criteria. In addition, portfolios were returned to the 2017 - 2018 student teachers in individual conferences to further explore reflection and connections that candidates were making. (05/15/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017 Goal met: Yes Candidates demonstrate their reflective skills and ability to make connections between evidence/artifacts and their philosophy/who they are becoming as educators. When probed in discussion, they are able to discuss the underlying principles and practices that go beyond the educational jargon that they have learned through their coursework. Given the relatively new sequential development of the portfolio, growth over time is not as easy for candidates to document. With the full implementation of the sequence, beginning with the application to the program to student teaching application and culminating with the capstone reflective portfolio in student teaching, assessment of the evolution of reflection on personal growth and development will continue. (06/05/2017)</p> <p>Related Documents: Claim 4. Reflective Portfolio - Student Teaching Application Key Assessment 2017.docx</p>	<p>focus at an upcoming School of Education work session. (11/30/2018)</p> <hr/> <p>Use of Result: At School of Education Work Session, in preparation for Student Teaching and Program Application information sessions, faculty will review expectations, processes, and assessment criteria as part of norming session for the portfolio process in its entirety. (09/15/2017)</p>
<p>Claim 5. Dispositions - Candidates demonstrate professional dispositions throughout coursework, field experience, and student teaching. Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional</p>	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Dispositions Ratings - EDUC250, EDUC415, EDUC460 High Impact Program Practices 1: Learning Communities High Impact Program Practices 2: Service Learning, Community-based learning Related Documents: Dispositions Assessment.docx</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Of the 16 students in EDUC415 in spring 2018, 55% rated themselves as consistently demonstrating the professional dispositions listed on the self-assessment, with an additional 38% rating themselves as demonstrating them most of the time. (05/15/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017 Goal met: Yes Candidate self-assessment data was collected in EDUC250 in fall 2015 and in EDUC415 in spring 2017. The process of</p>	<p>Use of Result: A review of the instrument and the use of the results will be the focus of a School of Education work session in the 2018 - 2019 academic year. (05/15/2018)</p> <hr/> <p>Use of Result: At next School of Education Work Session, focus will be on the reviewing the alignment of the dispositions-related key</p>

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>		<p>tracking self-assessment across the three key courses, EDUC250, EDUC415, and EDUC460, continues to be implemented. More than 80% of the candidates rate themselves as consistently or usually demonstrating each of the dispositions on the two sets of data at this time. (06/05/2017)</p> <p>Related Documents: Claim 5. Dispositions Ratings EDUC415 2016-17.docx Claim 5. Dispositions Ratings Key Assessment Summary 15-16.docx Claim 5. Dispositions Ratings EDUC415 Key Assessment.docx</p>	<p>assessments and on clarifying expectations and processes. (08/15/2017)</p>
<p>Claim 6. Equity - Candidates demonstrate commitment to equity and democracy in their active participation in learning communities at the university, school., and community levels. Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Field Placement/Internship Evaluation - Student Teaching Final Evaluation Assessment on effectiveness in participation in learning communities High Impact Program Practices 1: Learning Communities High Impact Program Practices 2: Internships</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes During the 2017 - 2018 academic year, there were five elementary student teachers, four in the fall and one in the spring. On three of the final evaluation narratives for this outcome there were higher level statements regarding how they created a classroom environment in which all students and adults were valued and included, as well as in other examples. On the remaining two final evaluation narratives, equity was noted primarily as sharing responsibilities for the tasks that needed to be done in the classroom and for the school. (05/15/2018)</p> <p>Finding Reporting Year: 2016-2017 Goal met: Yes The student teachers are active in engaging with cooperating teacher in learning communities. They value providing their students with choices, giving them a voice in the classroom. There is less evidence that student teachers understand and/or incorporate a focus on equity for the students and a democratic voice for students. However, in discussion with university supervisors, they see evidence of this in the classroom; it is not documented on the final evaluation. (06/05/2017)</p>	<p>Use of Result: During the 2018 - 2019 academic year, the School of Education faculty and university supervisors will develop an additional key assessment for this outcome. (05/15/2018)</p> <p>Use of Result: At School of Education Work Session, faculty, including university supervisors, will review data from past assessments, discuss the claim statement and expectations, and develop strategies for more thorough incorporation into coursework throughout the program. (10/13/2017) Use of Result: Additional training for university supervisors and</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
		<p>Related Documents: Claim 6. xCommitment to Equity and Democracy Key Assessment Summary 16-17.docx</p>	<p>cooperating teachers will be incorporated into the Student Teaching Orientation prior to the beginning of the 2017-2018 school year, to support the shared commitment to this outcome. (08/15/2017)</p>
<p>Claim 7. Differentiation - Candidates value the uniqueness of each individual through their commitment to learners and learner-centered processes. Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Case Analysis - Implications of Disability - EDSE301 Research and presentation on specific disability and potential impact for student and teacher Rubric criteria include commitment to learners and learner-centered processes Criteria Target: At least 80% of the candidates score at level 4 on each of the criteria on the rubric for the assignment. High Impact Program Practices 1: Diversity/Global Learning High Impact Program Practices 2: Collaborative Assignments, Projects Related Documents: Claim 7. Implications of Disabilities Key Assessment</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes In the 2017 - 2018 academic year, all students completing the case analysis scored a 4 on both criteria on the rubric. (05/15/2018)</p> <p>Related Documents: Claim 7. Implications of Disability Key Assessment EDSE301 17-18.docx</p> <hr/> <p>Finding Reporting Year: 2016-2017 Goal met: Yes In both 2015-2016 and 2016-2017, all candidates scored at the level 4 on each of the four criteria on the rubric. (06/05/2017)</p> <p>Related Documents: Claim 7. Implications of Disability Key Assessment 16-17.docx Claim 7. Implications of Disability Key Assessment Summary 15-16.docx</p>	<p>Use of Result: Continue assessment as currently designed. (05/15/2018)</p> <hr/> <p>Use of Result: At School of Education Work Session, all faculty to review and confirm the alignment of the claim, assignment, and rubric, as well the implications for other coursework. (11/10/2017)</p>
	<p>Direct - Writing Intensive Assignment - Unit Plan assignment - EDUC411-EDUC422, EDUC420-EDUC421 Rubric criteria include learner-centered strategies and awareness of individual learning styles/needs High Impact Program Practices 1: Writing-Intensive Course(s) High Impact Program Practices 2: Service Learning, Community-based learning</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No More than 80% of the candidates scored a 4 on two criteria: Individualization and Summative Assessment. only 60% scored a 4 on the Differentiated Assessment criteria. It was noted that candidates found it difficult to provide truly differentiated assessments and that, even if they had differentiated assignments/assessments within lessons, the summative tended to be the same for all students. (05/15/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017</p>	<p>Use of Result: Faculty will review the curriculum to identify how and when both summative/formative assessment, and differentiated assessment are introduced and developed, during the 2018 - 2019 academic year. (09/03/2018)</p> <hr/> <p>Use of Result: Review of claim and</p>

Student Learning Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>Related Documents: Claim 7. Unit Plan Key Assessment</p> <p>Direct - Group project, collaborative learning - Classroom Management Plan - EDUC460 Rubric criteria include evidence of focus on individual learners</p> <p>High Impact Program Practices 1: Diversity/Global Learning</p> <p>High Impact Program Practices 2: Collaborative Assignments, Projects</p>	<p>Goal met: No Candidates demonstrated less than 80% proficiency on each of the three criteria on the rubric for the unit plan assignment that are specific to this claim. (06/05/2017)</p> <p>Related Documents: Claim 7. Unit Plan Key Assessment Summary 16-17 Elementary.docx</p> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes All six candidates scored at 4 on the rubric. The classroom management plans were clearly tied to the theories each student identified with. All had positive and proactive strategies in place for developing the emotional environment and managing misbehavior. It was clear through the plans and the presentation of the plans that the candidates all value developing positive relationships with their students. (06/01/2018)</p>	<p>alignment with the three key assessments to be focus of School of Education Work Session. There is evidence of candidate success with some of the key assessments, so further investigation into the alignment of the claim, the assignments, and the rubric criteria will be important. (08/18/2017)</p> <p>Use of Result: Continue to monitor effectiveness of assessment. (06/01/2018)</p>
		<p>Finding Reporting Year: 2016-2017</p> <p>Goal met: Yes All candidates scored at level 4 (proficient) on the rubric for the assignment. (06/05/2017)</p> <p>Related Documents: Claim 7. xClassroom Management Plan Key Assessment 16-17.docx</p>	<p>Use of Result: At upcoming School of Education Work Session, all faculty will review and confirm the alignment of the claim, assignment and rubric, as well as the implications for coursework throughout the program. (11/10/2017)</p>

Assessment: Reporting Unit Four Column

Program (CoELA) - Teacher Education: Secondary

<i>Student Learning Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Claim 1. Content Knowledge (revised) - Candidates demonstrate deep content knowledge through analyzing and synthesizing ideas, information, and data in the disciplines</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/24/2015</p> <p>Institutional Learning: ILO3 - Analysis and Synthesis - Students will organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.</p>	<p>Direct - Writing Intensive Assignment - Unit Plan assignment in EDUC441/451, EDUC442/452, EDUC443/453</p> <p>Assessment rubric includes criteria regarding higher order engagement in content</p> <p>All students will complete a unit plan in the respective subject methods course.</p> <p>Criteria Target: At least 80% of candidates will score at 4 on each of the criteria.</p> <p>Related Documents: Claim 1. Unit Plan Key Assessment v.2.docx</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No</p> <p>No secondary candidates were enrolled in these methods courses during the 2017 - 2018 academic year. (05/15/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017</p> <p>Goal met: No</p> <p>One candidate completed the key assessment in both EDUC452 and EDUC453, covering his major and his minor. He was able to state appropriate Essential Questions (4 on both rubrics), but struggled with the Connections and Enduring Learnings. (06/01/2017)</p> <p>Related Documents: Claim 1. Unit Plan Key Assessment Summary 16-17 Secondary.docx</p>	<p>Use of Result: Assessment will be reviewed in conjunction with elementary program assessment plan review. (05/15/2018)</p> <hr/> <p>Use of Result: Review of the assessment and rubric for the secondary program will be linked with that for the elementary program. Current small N makes it difficult to draw solid conclusions. (05/15/2018)</p>
	<p>Direct - Exam/Quiz - Standardized - MTTC Subject Test</p> <p>Analysis of sub-area scores for subject area tests for evidence of mastery (3 or 4 level)</p> <p>Criteria Target: At least 80% of the sub-areas reports will be at the 3 - 4 level.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>One candidate completed the secondary mathematics test; sub-area scores:</p> <p>Mathematical Processes and Number Concepts - 3 Patterns, Algebraic Relationships, and Functions - 4 Measurement and Geometry - 3 Data Analysis, Statistics, Probability and Discrete Mathematics - 3 (05/15/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017</p> <p>Goal met: Yes</p> <p>One candidate took the Mathematics MTTC subject test. Sub-area scores were:</p>	<p>Use of Result: Strong performance on the mathematics MTTC subject test continues. Results shared with the Math Department. (05/15/2018)</p> <hr/> <p>Use of Result: Continue to monitor results. Share with Math Department. (09/03/2018)</p>

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<p>Claim 2. Pedagogical Content Knowledge - Candidates demonstrate deep subject knowledge through their ability to engage learners in concepts and problem solving from multiple perspectives.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations.</p>	<p>Direct - Writing Intensive Assignment - Lesson Plan assignment in EDUC441/451, EDUC442/452, EDUC443/453</p> <p>Rubric criteria include demonstration of engaging learners from multiple perspectives.</p> <p>Criteria Target: At least 80% of the candidates score a level 4 on each criteria on the rubric.</p> <p>Schedule/Notes: Criteria/Objective defined 08/2015</p> <p>Related Documents: Claim 2. Lesson Plan Key Assessment.docx</p>	<p>Mathematical Processes and Number Concepts - 4 Patterns, Algebraic Relationships, and Functions - 4 Measurement and Geometry - 4 Data Analysis, Statistics, Probability and Discrete Mathematics - 4 (06/01/2017)</p> <p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No No secondary candidates complete the subject methods courses in 2017 - 2018. (05/15/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017</p> <p>Goal met: Yes One candidate completed both EDUC452 and EDUC453, reflecting his major and minor. He scored 4 on all criteria for both courses, except for a 2 on Choice in one course. (06/01/2017)</p> <p>Related Documents: Claim 2. Lesson Plan Key Assessment Summary 16-17 Secondary.docx</p>	<p>Use of Result: Continue to monitor effectiveness of key assessment in conjunction with elementary program. (05/15/2018)</p> <hr/> <p>Use of Result: Low N makes it difficult to draw solid conclusions. Evidence is that candidate was able to promote student investigation of concepts from multiple perspectives. (06/01/2017)</p>
<p>Claim 3. Technology Integration - Candidates intentionally infuse technological tools into curriculum, instruction, and assessment to enhance differentiation, collaboration, and student achievement.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO3 - Analysis and Synthesis - Students will</p>	<p>Direct - Writing Intensive Assignment - Lesson Plan assignment in EDUC350</p> <p>Developing standards-based lessons utilizing technology tools</p> <p>Related Documents: Claim 3. Technology Integration Key Assessment.docx</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: No There were five technology tools used by candidates in the lessons they developed in the course, out of a total of 18 candidates. All of the technology tools were in the instructional plan part of the lesson plan, none in the assessment part of the lesson plan.</p> <p>The design of the lesson plan assignment does include a requirement that technology tools be utilized, with the intent of truly gauging candidates comfort and ease with technology.</p> <p>Note: Results for elementary and secondary candidates not disaggregated. (05/15/2018)</p> <p>Related Documents: Claim 3. Technology Integration EDUC350 Key Assessment 17-18.docx</p>	<p>Use of Result: Consider revamp of assignment to create expectation of inclusion of technology tools. This will be a topic for an upcoming School of Education work session. (05/15/2018)</p>

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organize and synthesize evidence, ideas, or works of imagination to answer an open-ended question, draw a conclusion, achieve a goal, or create a substantial work of art.	<p>Direct - Presentation, Performance - Technology Integration in Instruction - assessment of technology integration in student teaching</p> <p>High Impact Program Practices 1: Internships</p> <p>High Impact Program Practices 2: Service Learning, Community-based learning</p>	<p>Finding Reporting Year: 2016-2017 Goal met: Yes All candidates met the criteria, completing the plans with alignment of standards, assessments, and activities. The average number of technology tools used per candidate fall 2016 was 1.3. This is a 0.3 increase over last year. Many of the lessons did not use technology tools such as websites or presentation tools, but did use interactive activities and manipulatives.</p> <p>Note: Results were not disaggregated for elementary and secondary candidates. (06/01/2017)</p> <p>Related Documents: Claim 3. Technology Integration Key Assessment - EDUC 350 Fall2016.docx</p> <p>Finding Reporting Year: 2017-2018 Goal met: No There were six student teachers who completed student teaching in the 2017-2018 school year. The OPTIC was used to evaluate three of the six student teachers. The overall mean rating was 3.96 out of a five point scale. These student teachers scored the lowest involving students in the planning of their use of technology for learning with a mean score of 1.33 out of 5. The student teachers scored well on the categories of skill in effective technology use by students at or above grade level (mean = 5 out of 5) and students being highly engaged in the use of technology (mean = 5 out of 5). (05/15/2018)</p>	<p>Use of Result: Review of assessment at School of Education Work Session. (08/15/2017)</p> <p>Use of Result: Continue to provide training to university supervisors regarding the instrument and to incorporate results into overall program review process. (09/04/2018)</p>
<p>Claim 4. Reflection and Improvement - Candidates respond to the results of self-evaluation and reflection for continued improvement in their implementation of research-based pedagogical practices that result in student learning</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Institutional Learning: ILO1 - Formal</p>	<p>Direct - Writing Intensive Assignment - Dispositions Reflection EDUC250</p> <p>Candidates' reflections on candidate-course instructor conference on candidate self-assessment and instructor assessment of demonstration of dispositions</p> <p>High Impact Program Practices 1:</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All candidates scored at level 4 on the reflection rubric, demonstrating the ability to effectively compare and contrast personal self-assessment and input from the instructor regarding professional dispositions.</p> <p>Note: Results were not disaggregated for secondary and elementary candidates (05/15/2018)</p>	<p>Use of Result: Continue using dispositions framework and reflection process (05/15/2018)</p>

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<p>Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Learning Communities High Impact Program Practices 2: Diversity/Global Learning Related Documents: Claim 4. Dispositions Reflection EDUC250 Key Assessment.docx Direct - Writing Intensive Assignment - Dispositions Reflection - EDUC415 Candidates' reflection on candidate-course instructor conference on candidate self-assessment and instructor assessment of demonstration of dispositions High Impact Program Practices 1: Learning Communities High Impact Program Practices 2: Common Intellectual Experiences Related Documents: Claim 4. Dispositions Reflection EDUC415 Key Assessment.docx</p>	<p>Related Documents: Claim 4. Dispositions Reflection EDUC250 Key Assessment 17-18.docx</p> <p>Finding Reporting Year: 2017-2018 Goal met: No Eleven of 16 candidates listed specific improvements, noted factors and described the resulting impact of the improvements. They were able to communicate their growth and often cited specific events from teaching lessons in class or in the field. Five candidates listed three specific or general professional dispositions they either worked at or demonstrated. These five explained neither the factors nor the impact of their work on dispositions. Therefore, each of these reflections scored zero on the rubric.</p> <p>Note: Results were not disaggregated for secondary and elementary candidates (05/15/2018)</p> <p>Related Documents: Claim 4. Dispositions Reflection EDUC415 Key Assessment 17-18.docx</p>	<p>Use of Result: Further investigation regarding possible correlation between the scoring on the reflection and candidate performance in class may help with strengthening the assessment as a predictor of success in the program. (05/15/2018)</p>
		<p>Finding Reporting Year: 2016-2017 Goal met: Yes Candidates reflected on their professional growth, gaining confidence and feeling more comfortable in the role of the teacher presenting the lesson. Assignment and rubric, as implemented, did not align with the earlier revision</p> <p>Note: Results are not disaggregated for secondary and elementary candidates (06/01/2017)</p> <p>Related Documents: Claim 4. Dispositions Reflection EDUC415 2016-17.docx</p>	<p>Use of Result: Assignment and rubric revised for future implementation. (06/01/2017)</p>
	<p>Direct - Portfolio Review - Reflective Portfolio</p>	<p>Finding Reporting Year: 2017-2018</p>	<p>Use of Result: Continue to</p>

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	<p>High Impact Program Practices 1: Capstone Course(s), Projects</p> <p>High Impact Program Practices 2: Learning Communities</p> <p>Related Documents: Claim 4. Reflective Portfolio - Student Teaching Application Key Assessment.docx</p>	<p>Goal met: No No secondary candidates submitted Student Teaching Application Reflective Portfolios for student teaching in the 2017 - 2018 academic year. (05/15/2018)</p> <hr/> <p>Finding Reporting Year: 2016-2017 Goal met: Yes Candidates demonstrate their reflective skills and ability to make connections between evidence/artifacts and their philosophy/who they are becoming as educators. When probed in discussion, they are able to discuss the underlying principles and practices that go beyond the educational jargon that they have learned through their coursework. Given the relatively new sequential development of the portfolio, growth over time is not as easy for candidates to document. With the full implementation of the sequence, beginning with the application to the program to student teaching and culminating with the capstone reflective portfolio in student teaching, assessment of the evolution of reflection on personal growth and development will continue.</p> <p>Note: Results were not disaggregated for elementary and secondary candidates. (06/01/2017)</p> <p>Related Documents: Claim 4. Reflective Portfolio - Student Teaching Application Key Assessment 2017.docx</p>	<p>monitor use of reflective portfolios in conjunction with elementary program. (09/03/2018)</p> <hr/> <p>Use of Result: At School of Education Work Session, in preparation for Student Teaching and Program Application information sessions, faculty will review expectations, processes, and assessment criteria as part of norming session for the portfolio process in its entirety. (09/15/2017)</p>
<p>Claim 5. Dispositions - Candidates demonstrate professional dispositions throughout coursework, field experience, and student teaching. Goal Status: Active Goal Category: Student Learning Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations., ILO4 - Professional</p>	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Dispositions Ratings - EDUC250, EDUC425, EDUC460</p> <p>High Impact Program Practices 1: Learning Communities</p> <p>High Impact Program Practices 2: Service Learning, Community-based learning</p> <p>Related Documents: Dispositions Assessment.docx</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Of the 16 students in EDUC415 in spring 2018, 55% rated themselves as consistently demonstrating the professional dispositions listed on the self-assessment, with an additional 38% rating themselves as demonstrating them most of the time.</p> <p>Note: Results were not disaggregated for secondary and elementary candidates. (05/15/2018)</p> <p>Related Documents:</p>	<p>Use of Result: A review of the instrument and the use of the results will be the focus of a School of Education work session in the 2018 - 2019 academic year. (05/15/2018)</p>

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Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

[Claim 5. Dispositions Ratings EDUC415 Key Assessment 17-18.docx](#)

Finding Reporting Year: 2016-2017
Goal met: Yes
 Candidate self-assessment data was collected in EDUC250 in fall 2015 and in EDUC415 in spring 2017. The process of tracking self-assessment across the three key courses, EDUC250, EDUC415, and EDUC460, continues to be implemented.
 More than 80% of the candidates rate themselves as consistently or usually demonstrating each of the dispositions on the two sets of data at this time.

Use of Result: At the next School of Education Work Session, focus will be on reviewing the alignment of the dispositions-related key assessments and on clarifying expectations and processes. (06/01/2017)

Note: Results were not disaggregated for secondary and elementary candidates. (06/01/2017)

Related Documents:
[Claim 5. Dispositions Ratings EDUC415 2016-17.docx](#)

Claim 6. Equity - Candidates demonstrate commitment to equity and democracy in their active participation in learning communities at the university, school, and community levels.
Goal Status: Active
Goal Category: Student Learning
Institutional Learning: ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.

Direct - Field Placement/Internship Evaluation - Student Teaching Final Evaluation
 Assessment is on effectiveness in participation in learning communities.
High Impact Program Practices 1: Learning Communities
High Impact Program Practices 2: Internships

Finding Reporting Year: 2017-2018
Goal met: No
 There was one secondary student teacher in the 2017 - 2018 academic year. His final evaluation reflected mid- and low-level comments related to equity and learning communities. (05/15/2018)

Use of Result: Low N makes it difficult to draw many conclusions. Need to continue to monitor effectiveness of the final evaluation as the key assessment for this claim. (05/15/2018)

Finding Reporting Year: 2016-2017
Goal met: Yes
 The student teachers are active in engaging with cooperating teachers in learning communities. They value providing students with choices, giving them a voice in the classroom.
 There is less evidence that student teachers understand and/or incorporate a focus on equity for the students and a democratic voice for the students. However, in discussion with university supervisors, they see evidence of this in the classroom; it is not documented on the final evaluation. (06/01/2017)

Use of Result: At School of Education work session, faculty, including university supervisors, will review data from past assessments, discuss the claim statement and expectation, and develop strategies for more thorough incorporation into coursework throughout the program. (06/01/2017)

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<p>Claim 7. Differentiation - Candidates value the uniqueness of each individual through their commitment to learners and learner-centered processes.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Institutional Learning: ILO2 - Use of Evidence - Students will identify the need for, gather, and accurately process the appropriate type, quality, and quantity of evidence to answer a complex question or solve a complex problem., ILO4 - Professional Responsibility - Students will demonstrate the ability to apply professional ethics and intercultural competence when answering a question, solving a problem, or achieving a goal.</p>	<p>Direct - Case Analysis - Implications of Disability - EDSE301 Research and presentation on specific disability and potential impact for student and teacher. Rubric criteria include commitment to learners and learner-centered processes.</p> <p>Criteria Target: At least 80% of the candidates score at level 4 on each of the criteria on the rubric for the assignment.</p> <p>High Impact Program Practices 1: Diversity/Global Learning</p> <p>High Impact Program Practices 2: Collaborative Assignments, Projects</p> <p>Related Documents: Claim 7. Implications of Disability Key Assessment.docx</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes In the 2017 - 2018 academic year, all students completing the case analysis scored a 4 on both criteria on the rubric.</p> <p>Note: Results were not disaggregated for secondary and elementary candidates. (05/15/2018)</p> <p>Related Documents: Claim 7. Implications of Disability Key Assessment EDSE301 17-18.docx</p>	<p>Use of Result: Continue assessment as currently designed. (05/15/2018)</p>
	<p>Direct - Writing Intensive Assignment - Unit Plan assignment - EDUC441/451, EDUC442/452, EDUC443/453 Rubric criteria include learner-centered strategies and awareness of individual learning styles/needs</p> <p>High Impact Program Practices 1: Writing-Intensive Course(s)</p> <p>High Impact Program Practices 2: Service Learning, Community-based learning</p>	<p>Finding Reporting Year: 2016-2017 Goal met: Yes In both 2015-2016 and 2016-2017, all candidates scored at the level 4 on each of the four criteria on the rubric.</p> <p>Note: Results were not disaggregated for elementary and secondary candidates (06/01/2017)</p> <p>Related Documents: Claim 7. Implications of Disability Key Assessment 16-17.docx</p>	<p>Use of Result: At School of Education Work Session, all faculty to review and confirm the alignment of the claim, assignment, and rubric, as well the implications for other coursework. (11/17/2017)</p>
	<p>Direct - Group project, collaborative learning - Classroom Management Plan - EDUC460</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No No secondary candidates completed the subject methods during the 2017 - 2018 academic year. (05/15/2018)</p> <p>Finding Reporting Year: 2016-2017 Goal met: No The one candidate completing this assessment in EDUC453 in 2017 - 2018 scored a 4 on Individualization, and a 2 on both Summative Assessment and Differentiated Assessment. The low N makes it difficult to draw any conclusions or to make a recommendation. (06/01/2017)</p> <p>Related Documents: Claim 7. Unit Plan Key Assessment Summary 16-17 Secondary.docx</p>	<p>Use of Result: Continue to monitor when assessment is implemented. (05/15/2018)</p> <p>Use of Result: Continue to monitor, in conjunction with the elementary program results. (05/15/2018)</p>
		<p>Finding Reporting Year: 2017-2018 Goal met: Yes</p>	<p>Use of Result: Continue to monitor. Will need to</p>

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	<p>High Impact Program Practices 1: Diversity/Global Learning</p> <p>High Impact Program Practices 2: Collaborative Assignments, Projects</p>	<p>Each of the candidates who completed the assessment scored a 4. The classroom management plans were clearly tied to the theories each student identified with. All had positive and proactive strategies in place for developing the emotional environment and managing misbehavior. It was clear through the plans and the presentation of the plans that the candidates all value developing positive relationships with their students. (06/01/2018)</p> <p>Finding Reporting Year: 2016-2017</p> <p>Goal met: Yes</p> <p>All candidates scored at level 4 (proficient) on the rubric for the assignment. (06/01/2017)</p> <p>Related Documents: Claim 7. xClassroom Management Plan Key Assessment 16-17.docx</p>	<p>disaggregate elementary and secondary candidates going forward. (09/04/2018)</p> <hr/> <p>Use of Result: At upcoming School of Education Work Session, all faculty will review and confirm the alignment of the claim, assignment and rubric, as well as the implications for coursework throughout the program. (06/01/2017)</p>