

Unit Name:     Education    

**ASSESSMENT SUMMARY**

**Fall 2010-Spring 2011**

What are the student learning outcomes in your unit?
<p><b>Initial Licensure Programs</b>—Communication; Higher Order Thinking Skills; Technology; Learning and Development; School Culture and Diversity; Instructional Design and Delivery; Classroom Management; Assessment and Evaluation; Professional Development</p> <p><b>Advanced Programs</b>—Reflection; Collaboration and Professional Development; Assessment; Classroom Management; Learning and Development; Knowledge and Instruction; Educational Equity; Formal Inquiry</p> <p><b>Educational Leadership Program</b>—Vision of Learning; School Culture and Instructional Program; Management; Collaboration with Families and Community; Integrity, Fairness, and Ethical Behavior; Political, Social, Economic, Legal, and Cultural Context</p>
Which outcome did you assess this academic year?
The School of Education assesses candidates on all program outcomes each semester in courses and field experiences. IN 2010, the unit also created and implemented an assessment that demonstrates Initial Program candidate effects on P-12 student learning.
How did you assess their skills before, during and/or at the end of the semester/ academic year?
<p>There are two major ways by which the Unit assesses candidates' knowledge, skills and dispositions. The first is through the use of rubrics in scoring outcome artifacts. Candidates are required to complete artifacts, such as lesson or unit plans, essays, presentations, etc. in courses to demonstrate program outcomes. Course instructors, or in the case of field experiences, cooperating teachers and university supervisors, use rubrics to score the artifacts on a scale of 1 to 4. Candidates must earn scores of 3 or higher on all outcome artifacts in order to progress through their programs.</p> <p>The artifact scoring process is a major part of assessing candidates' progression through program checkpoints, which are periodic evaluations of candidates' completion of specific program requirements. Checkpoints are completed prior to entry to a program, at roughly the midpoint, and at the completion of programs, which includes licensure for Initial and Educational Leadership programs. In addition to artifact scores, scores on the Praxis and SLLA tests, course grades, g.p.a., and required course completion are the major assessments done in checkpoints.</p> <p>The other major way by which candidates are assessed is through performance in field and student teaching experiences. Course instructors, field cooperating teachers/mentors/principals, and university supervisors use survey, open-ended instruments, and rubric score sheets to evaluate candidate performance of the conceptual framework outcomes and demonstration of effects on P-12 student learning.</p>

Please summarize the data you have collected this semester/academic year.

As part of its Unit Assessment System, the School of Education collects the following data each semester/year: candidate performance of conceptual framework outcomes in courses and field/student teaching experiences; candidate demonstration of professional dispositions in courses and field/student teaching experiences; candidate self-assessment of professional dispositions; field cooperating teacher/mentor/principal evaluation of field experience programs; field cooperating teacher/mentor/principal evaluation of university supervisors; candidate evaluation of field cooperating teacher/mentor/principal; candidate progression through program checkpoints; program exit surveys; graduate follow-up surveys; employer surveys; advising evaluations; course evaluations; and PRAXIS and SLLA scores. In 2010, the unit also began systematically collecting data on candidate effects on P-12 student learning.

Please describe any programmatic changes you have made or are planning to make based on the data you have collected.

Preliminary analysis of the data available on the newly implemented assessments of candidate effects on P-12 student learning suggests a need for School of Education faculty to examine assessment instruction throughout all initial program curricula. The unit is currently in the planning stages of this work.

The School of Education has also been continuing two major improvement efforts from previous years' data-driven assessment. Faculty developed and implemented the special education methods course, K306, within all secondary education programs. Objectives of this course include teaching candidates to identify and effectively address the exceptional needs of P-12 students, as well as utilize effective special education methods to improve classroom management within P-12 classrooms.

Additionally, the School of Education has incorporated increased use of educational technology in program instruction, supervision, evaluation, and collaboration through the implementation of distance supervision strategies in field and student teaching experiences and enhanced instruction and professional development via the Tech Smart classroom.