

School of Education Assessment Report Fall 2014

Departmental Mission: The School of Education is the hub of teacher preparation programs at UWSP with over 1200 full-time undergraduate students currently enrolled. We prepare future teachers who are majoring in elementary education, special education, early childhood education, or earning certification in K-12 and secondary education.

SOE Mission Statement

The School of Education develops highly qualified professional educators who honor the uniqueness of all learners and actively demonstrate the knowledge, skills and dispositions of effective teachers positively impacting our diverse world.

Brief Description of Departmental Improvements / Changes: Much has occurred since the School of Education submitted its last full assessment report. Most significantly is the implementation of the *edTPA* (Education Teacher Performance Assessment), a high stakes teacher performance assessment students must complete during student teaching and on which they must receive passing scores to be certified to teach in the state of Wisconsin. In order to support our students through the *edTPA* process, we have conducted a thorough examination of our curriculum and have created a developmental approach for providing our students with the knowledge and skills they need to successfully complete the *edTPA*. Along with some significant changes to curriculum, the *edTPA* has also provided the impetus for developing an assessment rubric to be used by cooperating teachers in the field to assess students completing practicums in their classrooms (see sample attached in Appendix A). The practicum assessment is organized around the INTASC Standards (SOE PLOs), integrates *edTPA* goals and language, and has been adapted to be developmentally appropriate for different practicum levels, Levels 1 – 3 (Level 1 is a beginning practicum and Level 3 is student teaching). The assessment forms were piloted in three different practicum experiences in the spring of 2014 and are being put into full use this fall, so assessment data from the three practicum levels will be included in our next full assessment report. The pilot data indicates that cooperating teachers are finding our students functioning at proficient levels and prepared to conduct classroom activities at their appropriate practicum level, but complete data will be available for review at the end of the Fall 2014 semester.

Program Learning Outcomes: INTASC Core Teaching Standards

The INTASC Core Teaching Standards, which are national professional standards, have been adopted as program learning outcomes by the UWSP School of Education from the Interstate New Teachers Assessment and Support Consortium (INTASC), a project of the Council of Chief State School Officers. (The complete document is available at: <http://dpi.wi.gov/tepd/standards.html>) Providing evidence of achievement in each of the ten standards is a requirement for teacher certification in Wisconsin, as mandated by the Wisconsin Department of Public Instruction. All teacher candidates in the School of Education create electronic portfolios showcasing artifacts they have developed to demonstrate their proficiency in each of the ten standards.

The INTASC Standards are grouped into four general categories; *The Learner and Learning, Content, Instructional Practice, and Professional Responsibility*, to help users, in this case faculty/staff **and** students, organize their thinking about the standards (see below).

THE LEARNER AND LEARNING

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

CONTENT

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

New / Updated Curriculum Map

It had been a number of years since the School of Education had revisited and revised curriculum maps for its three majors including Elementary Education, Special Education, and Early Childhood Education. Because there had been several changes in faculty, as well as significant curricular revision in some of the courses, new curriculum maps were developed in the early fall of 2014 and officially approved by the SOE faculty. Although, all three programs share common elements, each program is distinct enough to warrant a separate curriculum map. Each curriculum map lists the ten INTASC Standards vertically and the courses in the program horizontally. The courses are listed in the order they are generally taken by students, so they may not always be in strict numerical order.

School of Education Curriculum Map for Elementary Education

INTASC Standard/ SOE PLO	ED 205	ED 200	ED 302	ED 331	ED 351	ED 381	ED 382	ED 300	ED 309	ED 310	ED 324	ED 325	ED 383	ED 385	ED 398	ED 400
#1	I		D		I	I	I		D	D			D	P	P	
#2	I		I		I	I	I		D	D	D				P	
#3	I	I	I	D	D	D	D		D	D					P	
#4	I		I	D		I	I		D	D	D				P	
#5	I		I	P		I	I		D	D	D	D			P	
#6			D	D	I	I	I		D	D	D	D	P		P	
#7	I		D	D	I	I	I		D	P	D	D		D	P	
#8	I		I	P	I/D	D	D		D	D	D	D	D	D	P	
#9	I	I	D	P	I	D	D	D	D	D				D	P	P
#10	I		I	P	I	D	D								P	P

I = Introducing

D = Developing

P = Proficiency

School of Education Curriculum Map for Special Education

INTASC Standard/ SOE PLO	ED 205	ED 200	ED 302	ED 331	ED 351	ED 381	ED 382	ED 300	ED 309	ED 310	ED 385	ED 356	ED 362	ED 368	ED 378	ED 364	ED 369	ED 397	ED 398	ED 400	
#1	I		D		I	I	I		D	D	P		D	D	D	D	D/P	P	P		
#2	I		I		I	I	I		D	D		D	D	D	P	D	D/P	P	P		
#3	I	I	I	D	D	D	D		D	D				D		D	D/P		P		
#4	I		I	D		I	I		D	D						D	D/P		P		
#5	I		I	P		I	I		D	D			P	D	D	D	D/P		P		
#6			D	D	I	I	I		D	D		D	P	D	P	D	D/P	P	P		
#7	I		D	D	I	I	I		D	P	D			D		D	D/P	P	P		
#8	I		I	P	I/D	D	D		D	D	D			D		D	D/P		P		
#9	I	I	D	P	I	D	D	D	D	D	D	D	P	D	P	D	D/P	P	P	P	
#10	I		I	P	I	D	D						D	P	D	P	D	D/P	P	P	P

I = Introducing

D = Developing

P = Proficiency

School of Education Curriculum Map for Early Childhood Education

INTASC Standard/ SOE LO	ED 205	ED 200	ECED 262	ED 302	ED 331	ED 351	ED 381	ED 382	ED 300	ED 309	ED 310	ED 324	ED 325	ECED 366	ECED 368	ECED 398	ED 398	ED 400	ECED 460
#1	I		I	D		I	I	I		D	D			D	P	D	P		P
#2	I		I	I		I	I	I		D	D	D		P	P	P	P		P
#3	I	I	D	I	D	D	D	D		D	D			P	P	P	P		P
#4	I		I	I	D		I	I		D	D	D		P	P	P	P		P
#5	I		I	I	P		I	I		D	D	D	D	P	P	P	P		P
#6			I	D	D	I	I	I		D	D	D	D	D	D	D	P		P
#7	I		I	D	D	I	I	I		D	P	D	D	D	P	P	P		P
#8	I		I	I	P	I/D	D	D		D	D	D	D	P	P	P	P		P
#9	I	I	I	D	P	I	D	D	D	D	D			D	P	P	P	P	P
#10	I		I	I	P	I	D	D						D	P	P	P	P	P

I = Introducing

D = Developing

P = Proficiency

Assessment Strategies/Measures/Techniques/Methods:

Indirect Measures: Survey of Alumni and Employers

The School of Education Alumni and Employer surveys, which are aligned with the UW System Survey for Teacher Education Programs, are sent out every three years to graduates of our programs and selected employers. The survey questions are aligned with the INTASC Standards, so they provide useful data on the perceptions of our graduates and their employers on how well our programs prepare students in each of the ten INTASC Standards/SOE Learning Outcomes. This survey was conducted in 2010, which led to the diversity study that is the primary focus for this assessment report, and again in 2013 (see attached 2013 results). The results on the two surveys were similar in the areas of diversity, working with students with disabilities, and ESL, (with some improvement in the area of diversity and a drop in the high scores for ESL) due to the fact that program changes that were made in response to the 2010 survey were not in place long enough to impact the 2013 survey. The SOE Assessment Committee will continue to monitor alumni and employer satisfaction with our program and the knowledge, skills, and dispositions they perceive are (or aren't) developed as students progress through our courses and practicum experiences.

In providing a visual way to analyze the data that led to our diversity study, we combined the response categories of "Not at All" and "Below Average," as well as combining "Above Average and Very Well." As the School of Education Assessment Committee looked for areas that warranted attention, our primary concerns were questions that received greater than 10% for the combined bottom two categories or questions that had lower than 50% for the combined top two categories. Any questions that scored within these parameters were flagged and any questions that were double flagged were of particular concern. While responses that fall into the "Average" category do communicate a certain level of satisfaction, our push is to have as many responses as possible in the top two categories and as few responses as possible in the bottom two categories.

Using this system for analyzing the 2010 survey data, we found that overall, graduates of our program felt well prepared in most areas with *knowledge of content, varied instruction, technology, problem solving, communication, forms of media, lesson planning, evaluating teaching, and professional development* rating especially high. The areas that were identified as needing attention (either double flagged or especially high in low ratings or low in high ratings) were *knowledge of addressing disabilities, diverse backgrounds, English Language Learners, linking lessons to the community, understanding politics, and dealing with interpersonal politics*. Results of the employer survey paralleled alumni comments, with strong agreement in the areas of strength and weakness within our program.

Because the surveys indicated a clear need for helping our students work with students of diverse backgrounds and those with disabilities, the School of Education Assessment Committee conducted a

study of how these issues are addressed at four different points in our program; in the Education 205 Pluralism for Educators course, in the Education 381 Educational Psychology course, in the Education 324 Social Studies Methods/Elementary Methods Block, and in the Education 400 Seminar course that is taken during student teaching. Student work from each of the courses was assessed using a Diversity rubric, adapted from the AAC&U “Value Rubrics” (see Appendix B). The goal of our study was to look specifically at what was being taught about diversity in each of these courses and assess what students learn and are able to apply in their own writing, teaching, and lesson development.

Assessment Results/Findings/Interpretation: To assess student understanding of diversity and their ability to develop strategies for addressing diversity in the classroom, the Diversity Assessment Rubric was applied to student work in four different classes by four different instructors and was administered in three consecutive semesters (the first administration was considered a pilot to try out the rubric and build inter-rater reliability). The four classes chosen for study are taken by all majors (one exception being that Special Education majors do not take EDUC 324) and taken at four different points in the program. EDUC 205 is generally the very first Education course taken by students, usually in their freshman or sophomore year; the EDUC 381 course is taken next, often in the junior year; the EDUC 324 course is taken just before student teaching; and EDUC 400 is at the student teaching level and is the last course students take before graduation. Since the same rubric was used across courses and levels, the desired results should be spread across categories, (e.g. EDUC 205 results should mainly fall into the *Introducing* category or above, the EDUC 381 results should fall into the *Developing* category or above, the EDUC 324 results should fall into *Prepared to Student Teach* or above, and the EDUC 400 results would fall into the *Prepared as Initial Educator* category). The first table below provides results from the fall of 2012 and the second table provides results from the spring of 2013 after some revisions were made to course assignments based on the results from the fall. The revisions primarily focused on clarifying instructions provided to students for the course assignments and the sharing of the assessment rubric with students in EDUC 400. The second table indicates the criteria and courses where there was a 20% or greater change in the results. Again, the hope was that any change in assessment results would be the movement of students into the developmentally appropriate category for their course level.

Assessment Results from Diversity Study, Fall 2012

	Not Addressed	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	EDUC 205 - 10% EDUC 381 - 15% EDUC 324 - 62% EDUC 400 - 65%	EDUC 205 -65% EDUC 381 - 15% EDUC 324 - 0% EDUC 400 - 10%	EDUC 205 - 25% EDUC 381 - 45% EDUC 324 - 15% EDUC 400 - 2%	EDUC 205 - 0% EDUC 381 - 25% EDUC 324 - 23% EDUC 400 - 0%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 15%
Skills	EDUC 205 -15% EDUC 381 - 5% EDUC 324 - 15% EDUC 400 - 15%	EDUC 205 - 80% EDUC 381 - 40% EDUC 324 - 23% EDUC 400 - 10%	EDUC 205 - 5% EDUC 381 - 50% EDUC 324 - 15% EDUC 400 - 9%	EDUC 205 - 0% EDUC 381 - 5% EDUC 324 - 46% EDUC 400 - 10%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 20%
Dispositions	EDUC 205 - 25% EDUC 381 - 5% EDUC 324 - 31% EDUC 400 - 60%	EDUC 205 - 75% EDUC 381 - 35% EDUC 324 - 8% EDUC 400 - 0%	EDUC 205 - 0% EDUC 381 - 55% EDUC 324 - 8% EDUC 400 - 0	EDUC 205 - 0% EDUC 381 - 5% EDUC 324 - 62% EDUC 400 - 25%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 15%
Application to Teaching	EDUC 205 - 65% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 5%	EDUC 205 - 35% EDUC 381 - 30% EDUC 324 - 0% EDUC 400 - 15%	EDUC 205 -0% EDUC 381 - 50% EDUC 324 - 0% EDUC 400 - 10%	EDUC 205 - 0% EDUC 381 - 20% EDUC 324 - 100% EDUC 400 - 45%	EDUC 205 - 0% EDUC 381 - 0% EDUC 324 - 0% EDUC 400 - 25%

EDUC 205 n=20

EDUC 381 n=20

EDUC 400 n=20

EDUC 324 n=4 (13 unit plans)

Assessment Results from Diversity Study, Spring 2013

	Not Addressed	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	EDUC 205 - 0%	EDUC 205 - 85% +	EDUC 205 - 15%	EDUC 205 - 0%	EDUC 205 - 0%
	EDUC 381 - 15%	EDUC 381 - 15%	EDUC 381 - 65% +	EDUC 381 - 15%	EDUC 381 - 0%
	EDUC 324 - 67%	EDUC 324 - 0%	EDUC 324 - 0%	EDUC 324 - 33%	EDUC 324 - 0%
	EDUC 400 - 85% +	EDUC 400 - 0%	EDUC 400 - 0%	EDUC 400 - 0%	EDUC 400 - 15%
Skills	EDUC 205 - 5%	EDUC 205 - 85%	EDUC 205 - 10%	EDUC 205 - 0%	EDUC 205 - 0%
	EDUC 381 - 5%	EDUC 381 - 20% -	EDUC 381 - 60%	EDUC 381 - 15%	EDUC 381 - 0%
	EDUC 324 - 11%	EDUC 324 - 0%	EDUC 324 - 89% +	EDUC 324 - 0% -	EDUC 324 - 0%
	EDUC 400 - 20%	EDUC 400 - 0%	EDUC 400 - 0%	EDUC 400 - 30% +	EDUC 400 - 50% +
Dispositions	EDUC 205 - 0% -	EDUC 205 - 100% +	EDUC 205 - 0%	EDUC 205 - 0%	EDUC 205 - 0%
	EDUC 381 - 5%	EDUC 381 - 10%	EDUC 381 - 65%	EDUC 381 - 20%	EDUC 381 - 0%
	EDUC 324 - 0% -	EDUC 324 - 11%	EDUC 324 - 0%	EDUC 324 - 89% +	EDUC 324 - 0%
	EDUC 400 - 25%	EDUC 400 - 0%	EDUC 400 - 0%	EDUC 400 - 40%	EDUC 400 - 35% +
Application to Teaching	EDUC 205 - 0% -	EDUC 205 - 50%	EDUC 205 - 50% +	EDUC 205 - 0%	EDUC 205 - 0%
	EDUC 381 - 0%	EDUC 381 - 30%	EDUC 381 - 50%	EDUC 381 - 20%	EDUC 381 - 0%
	EDUC 324 - 0%	EDUC 324 - 0%	EDUC 324 - 11%	EDUC 324 - 89%	EDUC 324 - 0%
	EDUC 400 - 5%	EDUC 400 - 0%	EDUC 400 - 5%	EDUC 400 - 35%	EDUC 400 - 55% +

EDUC 205 n=20 EDUC 381 n=20 EDUC 400 n=20 EDUC 324 n=43 (12 unit plans)

Shading indicates a change of 20% or more from 2012 results

Interpretation of Results

For the most part, the results indicate that students are demonstrating developmentally appropriate knowledge and skills related to diversity and teaching for diversity with a few exceptions. In the EDUC 205 and 381 courses, student work generally falls into the appropriate category or above for 80 – 100% of the students. The results are more mixed for EDUC 324 and EDUC 400, and results are particularly low in the knowledge and skills areas for both. After close examination, the SOE Assessment Committee (which includes the instructors for each of the targeted courses) determined that the student work chosen for assessment in EDUC 324 and EDUC 400 were curriculum units and lesson plans and, while they worked well for demonstrating dispositions and application to teaching, they didn't lend themselves toward demonstration of the knowledge and skills defined in the Diversity Assessment Rubric, which is why the percentages in the *Not Addressed* category are higher than desired in those categories. The SOE Assessment Committee determined that the focus on "dispositions" and "application to teaching" are most appropriate in the upper level courses and will continue to fine tune course assignments/assessments to stress and highlight the focus on diversity and working with students of varying assets and learning needs.

Dissemination of Findings: The results of the Diversity study and Graduate and Alumni Survey have already been shared with School of Education faculty and staff, as well as with a Department of Public Instruction representative as part of an annual review of our teacher education program. Assessment results are also shared with the Professional Education Advisory Council (PEAC) made up of representatives from every teacher certification program on our campus to keep everyone informed about new initiatives like the adoption of INTASC Standards and the implementation of the edTPA and associated program changes. In addition, relevant results and requests for feedback are also shared with the PK-18 Council, which is made up of university faculty/staff, classroom teachers, school district administrators, and business representatives from the Central Wisconsin region.

Implications: The results of our multi-year diversity study has several important implications and our department has already begun to take action on the results. One important implication, which is based on our alumni and employer survey, is that our graduates and their employers feel our students need more knowledge and experience related to diversity and working with students who have a variety of assets and needs. To help address this need, several curricular changes were made in our program. First, the curriculum in the EDUC 205 Pluralism course (a course taken early in the sequence of education courses by all of our majors) was completely overhauled to provide a solid foundation in critical knowledge and skills related to diversity; second, every education course offered to our majors now has a course learning outcome related to diversity, which helps to ensure that the topic of diversity receives attention in every single class; and third, an online database of diversity resources was created for use by SOE faculty/staff in planning and teaching their courses, and there is clear evidence that these resources are being used in SOE courses.

A second important implication of our study was highlighting the need to have a consistent form of assessment to determine what our students are learning about diversity and the teaching of students with diverse needs. Thus, a Diversity Rubric was created and applied to student work in the four designated courses discussed in this report in three consecutive semesters, two semesters of results are included in this report and the first application was considered a "pilot" study. Each time student

work was assessed, the results were analyzed by the SOE Assessment Committee (including the instructors of the courses) and revisions were made to course instruction, assignments, and assessment to clarify and sharpen the focus on diversity. The Diversity Rubric was also reviewed and revised each semester based on results, as well as being shared with EDUC 400 students (student teachers) to better assist them in choosing lesson plans to submit for assessment.

A third important implication identified through our study was a need to have a common lesson plan template to be used by students throughout our program, and which included a strong focus on working with diverse students with varying assets and needs. As a result, a committee of SOE faculty developed a common lesson plan template to be used by all of our students regardless of the course or practicum they are completing (see Appendix C). The common lesson plan template incorporates critical professional vocabulary that our students need to know and be able to demonstrate on the edTPA and has a strong focus on diversity and meeting the needs of students with specific assets and learning needs.

Reflections on the Department Assessment Process: Over the past several years, the SOE Assessment Committee has worked to bring multiple assessment efforts together into one smooth process and feel we have made some significant progress. The alumni and employer survey had been a source of data for a number of years, but in the last two applications, the questions were aligned with the INTASC Standards/SOE Learning Outcomes and with UW System requirements. While diversity has always been an important component of our program, this last round of assessment was the first time a common rubric was used to look at the development of knowledge, skills, dispositions, and professional applications across courses in our program. Using the Diversity Rubric across courses allowed us to take a much closer look at what our students were learning about working with diverse students with varying assets and learning needs in each course and how their knowledge, skills, dispositions, and professional applications were developed across the program. The specific data gathered helped us to make immediate revisions and improvements in course curriculum, instruction, and assessment and the Diversity Rubric provides us with a tool to continue to monitor our students' development in this area.

Looking forward, the newly developed and piloted Practicum Assessment Form, which is aligned with INTASC Standards/SOE Learning Outcomes, will provide a consistent way to assess our students on all ten program learning outcomes. The Practicum Assessment Form is typically completed by cooperating teachers in K-12 schools, which provides another perspective on the performance of our students as they move through a series of practicum experiences. In the next full assessment report, we will be able to report aggregated data from all three practicum levels. Another source of data that we will be able to draw from in our next assessment report is a standards-based professional portfolio that all students must complete to complete our program and be certified to teach in the state of Wisconsin. Our students have been constructing professional portfolios since state statutes began requiring it fifteen years ago, but in the past few years, our department has been transitioning from course-based portfolios (artifacts posted under the course in which they were completed) to standards-based portfolios (artifacts posted according to the INTASC Standard/SOE Learning Outcome they demonstrate). These standards-based professional portfolios will provide a rich source of data for determining how our students are doing on each of our ten PLOs and will help us identify strengths and

areas that need attention within our program. In the SOE Five-Year Assessment Plan that follows, it hopefully will be evident how we are working to refine and improve our assessment process.

Assessment Plan for the Next Reporting Cycle: School of Education Five-Year Assessment Plan

<p>Year One (2014-15)</p>	<p>Submit Program Assessment Report, October</p> <p>Local assessment of edTPA</p> <p>Focus group study with students who completed the local edTPA</p> <p>Practicum assessment data (all PLOs)</p> <p>Signature Assessment (Professional Portfolio) data from Methods Courses including Elementary Methods Block* and EDUC 390, (focus on Planning, Content, Instructional Practice, Differentiation, and Assessment, PLOs 4, 5, 6, 7, and 8)</p>
<p>Year Two (2015-16)</p>	<p>Three-Year Survey of Graduates and Employers (April, 2016)</p> <p>Focus group study with students who complete the first regular edTPA assessment</p> <p>Practicum assessment data (all PLOs)</p> <p>Assessment data from Student Teaching (focus on Professional Responsibility, PLOs 9 and 10)</p>
<p>Year Three (2016-17)</p>	<p>Practicum assessment data (all PLOs)</p> <p>Signature Assessment (Professional Portfolio) data from Methods Courses and Communication in the Major Courses (Elementary Methods Block*/EDUC 302/EDUC 386, focus on Literacy, Content, and Instructional Practice, PLOs 4, 5, 6, 7, and 8)</p> <p>Assessment data from GEP Integration Level (Experiential Learning, Interdisciplinary, Communication in the Major, and Capstone in the Major Courses must submit course portfolios)</p>
<p>Year Four (2017-18)</p>	<p>Practicum assessment data (all PLOs)</p> <p>DPI Five-Year Decision for Continuous Review Process</p> <p>Signature Assessment (Professional Portfolio) data from ED 205 (focus on Diversity, the Learner and Learning, PLOs 1, 2, and 3)</p>
<p>Year Five (2018-19)</p>	<p>Three-Year Survey of Graduates and Employers (April, 2019)</p>

	<p>Signature Assessment (Professional Portfolio) data from EDUC 331, EDUC 351, EDUC 381, and EDUC 382 (focus on the Learner and Learning and Instructional Practice, PLOs 1, 2, 3, and 7)</p> <p>Reflection on the School of Education assessment process</p> <p>Prepare Program Assessment Report</p> <p>*Elementary Methods Block includes EDUC 309, EDUC 310, EDUC 324, EDUC 325, and EDUC 383</p>
--	---

Appendix A: SOE Practicum Assessment Form

University of Wisconsin-Stevens Point Elementary Methods Block Practicum Assessment

Assessment Scale:

NO = No opportunity to demonstrate this standard.

NA = No attempt to demonstrate this standard despite having the opportunity to do so.

B = Beginning to demonstrate characteristics of this standard.

D = Demonstrating some characteristics of this standard and continuing to develop in this area.

P = Proficient with this standard at the Elementary Methods Block (pre student-teacher) level.

InTASC Standard	Knowledge, Skills or Dispositions	First Half of Practicum	Second Half of Practicum
S#1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development may vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	<ul style="list-style-type: none"> The teacher creates developmentally appropriate instruction that takes into account individual learners' assets, interests, and needs. 	NO NA B D P	NO NA B D P
	<ul style="list-style-type: none"> The teacher understands and knows how to use instructional strategies that promote student learning. 	NO NA B D P	NO NA B D P
	<ul style="list-style-type: none"> The teacher is committed to using learners' assets as a basis for growth. 	NO NA B D P	NO NA B D P
S#2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	<ul style="list-style-type: none"> The teacher designs, adapts, and delivers instruction to address each student's diverse learning assets and needs and creates opportunities for students to demonstrate their learning in different ways. 	NO NA B D P	NO NA B D P
	<ul style="list-style-type: none"> The teacher plans for students with exceptional needs, including those associated with disabilities, giftedness, and second language acquisition. 	NO NA B D P	NO NA B D P
	<ul style="list-style-type: none"> The teacher respects learners as individuals with differing personal and family backgrounds. 	NO NA B D P	NO NA B D P

<p>S#4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> ▪ The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. ▪ The teacher uses academic language of the discipline and to makes it actively accessible to learners. ▪ The teacher actively works toward each learner's mastery of disciplinary content and skills. 	<p>NO NA B D P</p> <p>NO NA B D P</p> <p>NO NA B D P</p>	<p>NO NA B D P</p> <p>NO NA B D P</p> <p>NO NA B D P</p>
<p>S#5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<ul style="list-style-type: none"> ▪ The teacher actively engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g. environmental literacy). ▪ The teacher applies digital and interactive technologies for efficiently and effectively achieving specific goals. 	<p>NO NA B D P</p> <p>NO NA B D P</p>	<p>NO NA B D P</p> <p>NO NA B D P</p>
<p>S#6 Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher and learner's decision-making.</p>	<ul style="list-style-type: none"> ▪ The teacher uses formative and summative assessment to support, verify, and document learning. ▪ The teacher takes responsibility for aligning instruction and assessment with learning goals. 	<p>NO NA B D P</p> <p>NO NA B D P</p>	<p>NO NA B D P</p> <p>NO NA B D P</p>
<p>S#7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<ul style="list-style-type: none"> ▪ The teacher creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. ▪ The teacher understands content and aligns curriculum and instruction with content standards. 	<p>NO NA B D P</p> <p>NO NA B D P</p>	<p>NO NA B D P</p> <p>NO NA B D P</p>
<p>S#8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep</p>	<ul style="list-style-type: none"> ▪ The teacher uses appropriate strategies and resources to adapt instruction to meet the individual and group needs of 	<p>NO NA B D P</p>	<p>NO NA B D P</p>

<p>understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>learners.</p> <ul style="list-style-type: none"> The teacher applies a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals. 	<p>NO NA B D P</p>	<p>NO NA B D P</p>
<p>S#9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<ul style="list-style-type: none"> The teacher actively seeks professional feedback from cooperating teacher and others in the greater school community. The teacher uses a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. 	<p>NO NA B D P</p> <p>NO NA B D P</p> <p>NO NA B D P</p>	<p>NO NA B D P</p> <p>NO NA B D P</p> <p>NO NA B D P</p>
<p>S#10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<ul style="list-style-type: none"> The teacher works with other adults and has developed skills in collaborative interaction. The teacher reflects on professional practice and works toward continuous improvement and change. 	<p>NO NA B D P</p> <p>NO NA B D P</p>	<p>NO NA B D P</p> <p>NO NA B D P</p>

Signatures for first half of practicum:

Practicum Student: _____

Date: _____

Cooperating Teacher: _____

Date: _____

University Liaison: _____ Date: _____

From the Standards listed above:

Cooperating Teacher: Please identify one or two asset areas for the student. Also, include one standard area to work on for future practice.

Signatures for second half of practicum:

Practicum Student: _____ Date: _____

Cooperating Teacher: _____ Date: _____

University Liaison: _____ Date: _____

Comments:

Appendix B: School of Education Diversity Assessment Rubric

	Not Addressed	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	Cultural insight or bias are not addressed.	Articulates insights into own cultural rules and biases.	Articulates insights into own cultural rules and biases and identifies new perspectives about own cultural rules and biases.	Articulates insights into own cultural rules and biases, begins to explain elements important to members of another culture (history, values, politics, communication styles, economy, or beliefs and practices), and explains the role of cultural identity on own perspective.	Articulates insights into own cultural rules and biases, explains elements important to members of another culture, explains the role of cultural identity on own perspective, and applies this knowledge to professional interactions and instruction.
Skills	Understanding of advantages and disadvantages that may be associated with cultural identity are not addressed.	Articulates and acknowledges the experiences of others through own cultural and learning lenses.	Articulates and acknowledges the experiences of others and begins to identify advantages and disadvantages that can be tied to cultural identity and/or learner differences.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and explains how these advantages and disadvantages can impact learning	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and applies this knowledge to professional interactions and instruction.
Dispositions	Value of multiple perspectives is not addressed.	Explains value of a perspective different from own.	Explains value of multiple perspectives and is able to support with concrete examples from own	Explains value of multiple perspectives and develops curriculum, instruction, and assessment that	Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different

			life.	includes/addresses multiple perspectives.	others (students, colleagues, parents, community members, etc.).
Application to Teaching	Learner differences are not addressed.	Identifies some assets and differences of learners.	Identifies some assets and differences of learners and explains how these differences impact learning.	Begins to apply knowledge of learner assets and differences to development of curriculum, instruction, and assessment.	Develops differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner.

Appendix C: SOE Lesson Plan Template

UWSP Professional Education Program Lesson Plan Framework

Please use this framework to design your plans for effective instruction. The embedded guidelines and questions will help you consider aspects to address as you prepare your plan. Be sure to keep in mind the Gradual Release of Responsibility Model as you write your plan. Remember this learning model guides the learner through teacher modeling and demonstration, shared teacher/learner demonstration, learner guided practice, and learner independent practice.

General Information		
Name:		Date:
Grade/Setting:	Class:	Length of Lesson:
Subject/Unit:		
Knowledge of Context and Learners to Inform Teaching		
Describe the type of school where you are teaching (i.e., preschool, elementary, middle school, high school, other; and urban, suburban, rural)		
List any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with special education teacher) that will affect your teaching in this learning segment.		
Describe any district, school, or cooperating teacher requirements, or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.		
<p>In the cell below, address the following points related to learners:</p> <ul style="list-style-type: none"> • About the children in the class, what is the grade level, age range, number of learners in the class, number of males and females? • Explain required or needed supports, accommodations or modifications for your learners that will affect your instruction in this learning segment. As needed, consult with your cooperating teacher for verification of learner needs. • Include the variety of learners in your class who may require different strategies/supports or accommodations/modifications to instruction or assessment: English/Dual Language Learners, learners with gifted Intellectual abilities needing greater support or challenge; other personal/cultural/community assets; children with Individualized Education Plans or 504 plans; struggling readers, and learners who are underperforming or those with gaps in academic knowledge. 		

Big Idea/Central Focus/Enduring Understandings of Lesson/Unit

Essential Questions

- What open-ended, grade-level (or age-level) appropriate questions will prompt exploration, innovation, and critical thinking about the big ideas?

Content Standards: Number and Applicable Wording (quote relevant parts of standards, i.e., Common Core State Standards, Wisconsin Model Academic Standards, Wisconsin Model Early Learning Standards)

Lesson Standards (Unit Standards if applicable)

Learning Outcomes/Objectives [align with reference lesson standard number(s)]

- What is it that you want your learners to know, be able to do, and value as a result?

Assessments

- How will you use formative assessments to elicit direct, observable evidence in order to monitor and/or measure learner learning and inform instruction?
- How will you use the results of your formative assessment to plan interventions and/or additional challenges for learners?
- How will you communicate learner learning?
- How do learners provide feedback about their learning?

- In what ways do learners have multiple options to demonstrate their learning?
- How will your assessment be culturally responsive?
- How will you support learners in reflecting on and monitoring their own learning?

Academic Language

- Remember that instruction/practice of academic language must be integrated into the lesson procedures. What general academic and content specific language deepens learner understanding? Academic language includes content vocabulary, directional vocabulary, language demands, language functions, syntax, and vocabulary.

Unit Concepts/Academic Vocabulary

Lesson Concepts/Academic Vocabulary

Prior Knowledge and Pre-Lesson Data Analysis

- What is it that learners need to know and be able to do prior to this lesson?
- What are your learners' strengths, weaknesses, preferences, and interests?
- How will you determine what learners know and can do and their preferences and interests in preparation for this lesson?
- What conceptions and misconceptions or misunderstandings might learners have related to this lesson?
- How will this information be used to plan instruction?

Lesson Procedure

Your instructional plan should be written as a series of steps, with introduction, steps in the body of the lesson, and closure. The following five components should be explicitly included in your procedures:

1. Communicate your purpose and revisit the learning target(s) at both the beginning and end of the plan
2. Be sure to activate/build background knowledge
3. Be sure to use instructional practices/strategies within your lesson procedure that ensure meaningful engagement of all learners
4. Be sure to present key information and engage learners in multiple ways, e.g., visual, auditory, and kinesthetic
5. Be sure your plan reflects implementation of the Gradual Release of Responsibility Model

As you are writing please keep in mind the following considerations:

6. How is proficiency for learning outcomes/objectives defined? How will you communicate this purpose to the learners?
7. Which routines will be taught or revisited in order for learners to be successful in this lesson?
8. Which culturally responsive research-based/evidence-based instructional practices and strategies will you use?
9. How will you purposefully group learners to facilitate learning?
10. How will you make intra- and/or inter-disciplinary connections?
11. How will a range of assessments be used to monitor and/or measure learner learning and inform instruction?
12. What technology and media will you use to deepen learning?
13. What assistive technologies will individual learners require to access learning?
14. How will you use disciplinary literacy to engage learners in authentic tasks?
15. How will you provide learners with opportunities for learning and application of academic language?
16. How will you provide learners with opportunities for applications of skills, learner directed inquiry, analysis, evaluation, and/or reflection? (*Remember Gradual Release of Responsibility*)
17. How will you reflect on the central focus and transitions to the next lesson?
18. How will you provide learners with opportunities to be flexible, make choices, take initiative, interact with others, be accountable, and be a leader? Remember the graduate release of responsibility.

Instructional Plan	Time Estimate (associated with each step)	Resources, Materials and Technology

Commentary Teacher Reflection and Post-Lesson Analysis

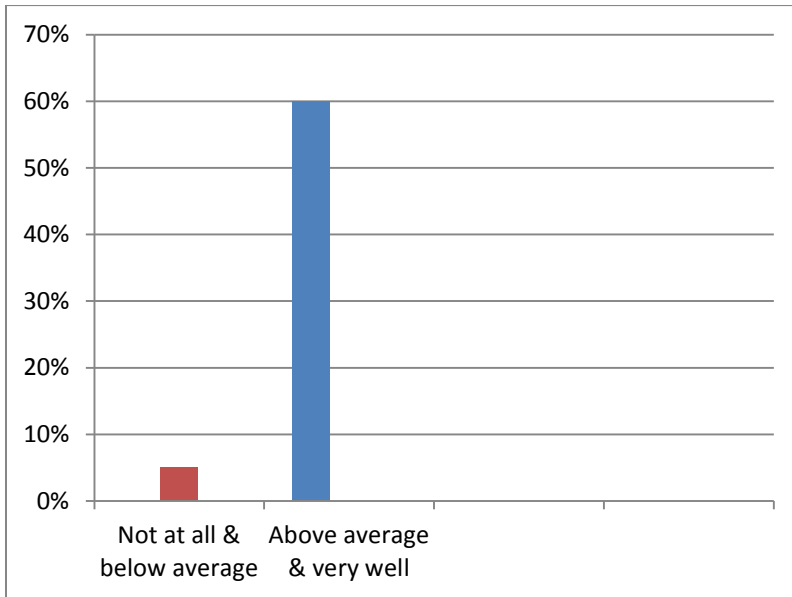
- How were a range of assessments used to monitor and/or measure learner learning and inform instruction?
- Did all my learners demonstrate evidence that learning occurred? How do I know?
- Which learners did not meet the expected learning based on the assessment evidence? What interventions will I use?

- How will this information be integrated?
- How can I grow professionally to enhance learner learning?

2013 UW-Stevens Point SOE Alumni Survey

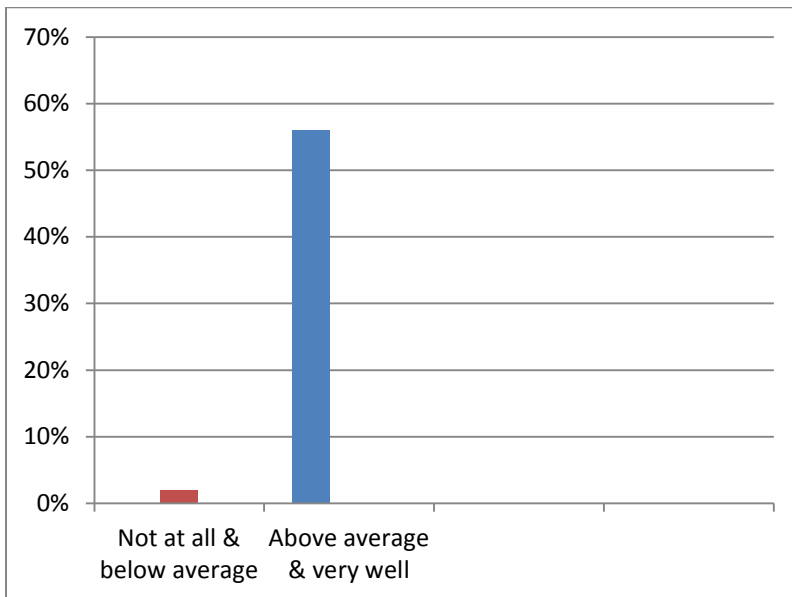
1. Standard 1: Content Area

- a. Not at all & below average: 5%
- b. Above average & very well: 60%



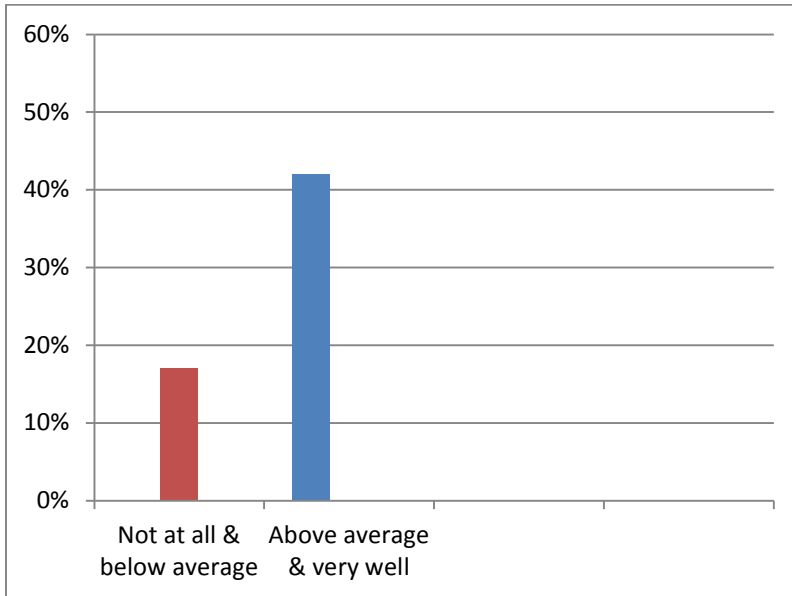
2. Standard 2: Development Support

- a. Not at all & below average: 2%
- b. Above average & very well: 56%



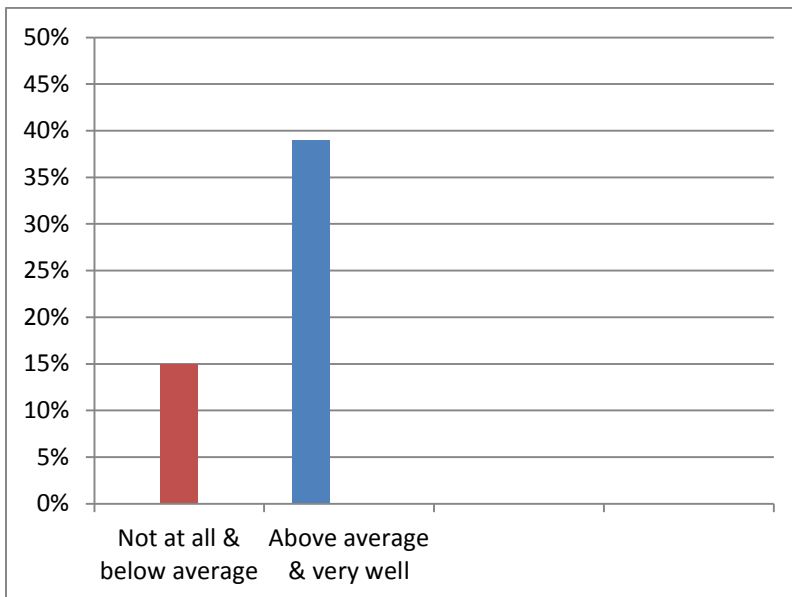
3. Standard 3: Disabilities

- a. Not at all & below average: 17%
- b. Above average & very well: 42%

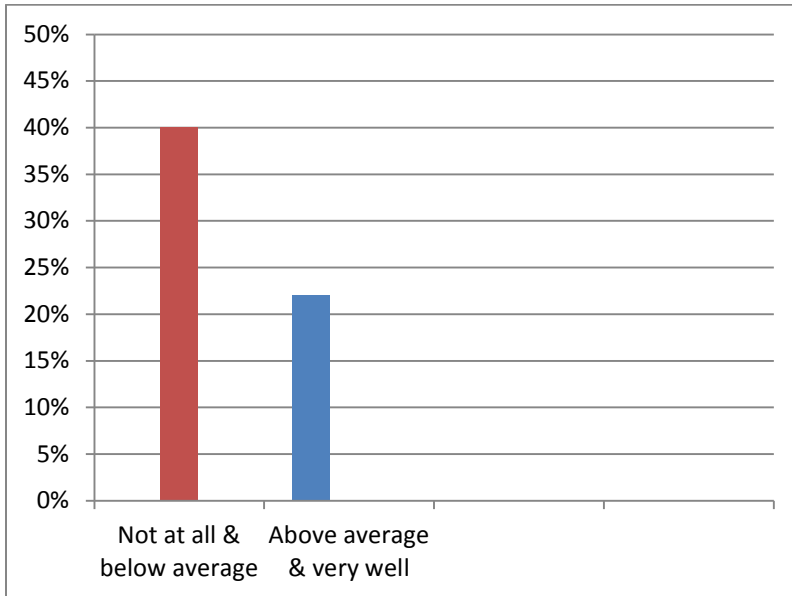


4. Standard 3: Diverse Backgrounds

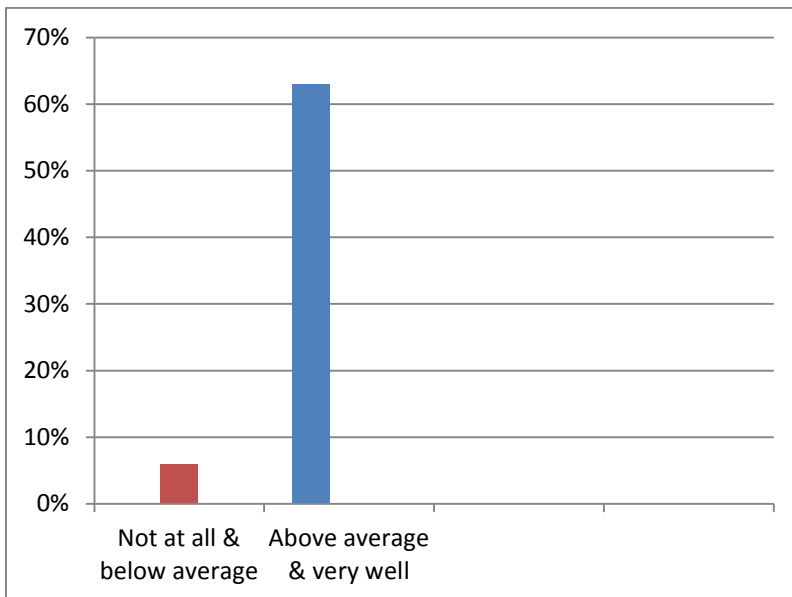
- a. Not at all & below average: 15%
- b. Above average & very well: 39%



- 5. Standard 4: English Language Learners
 - a. Not at all & below average: 40%
 - b. Above average & very well: 22%

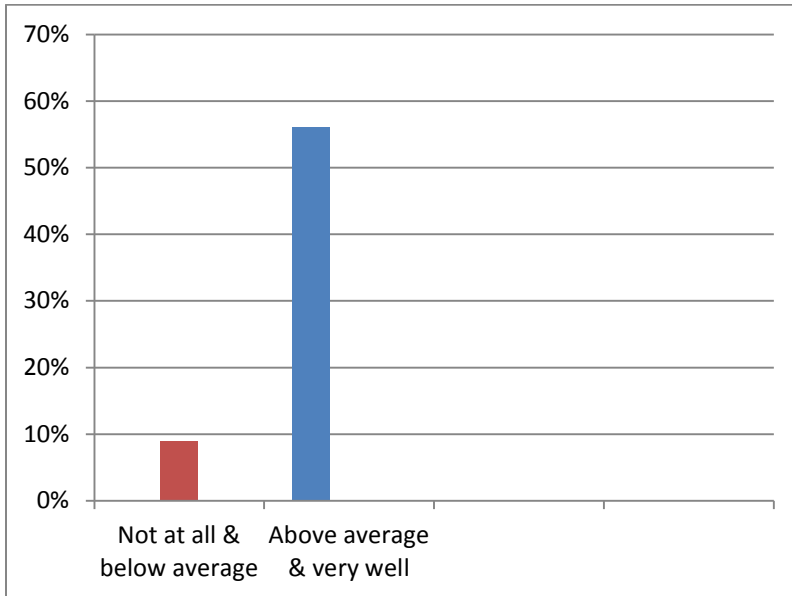


- 6. Standard 4: Varied Instruction
 - a. Not at all & below average: 6%
 - b. Above average & very well: 63%



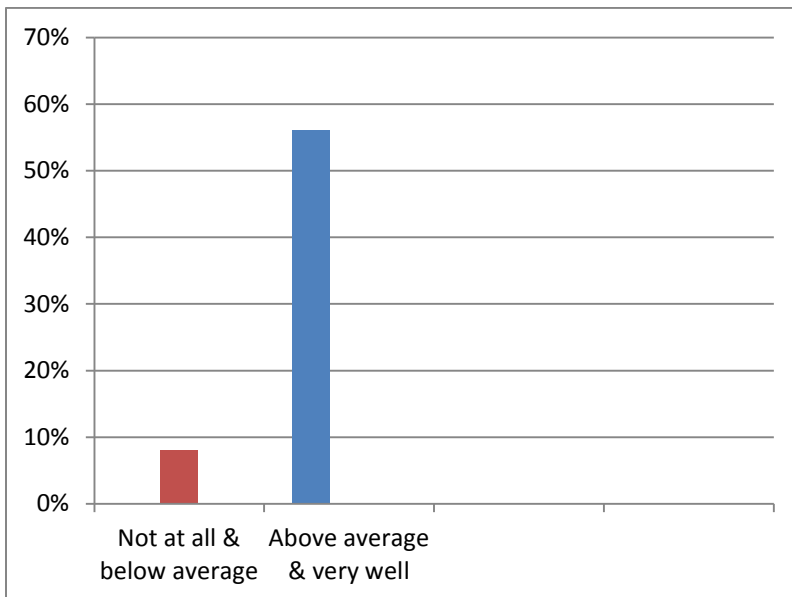
7. Standard 4: Technology

- a. Not at all & below average: 9%
- b. Above average & very well: 56%



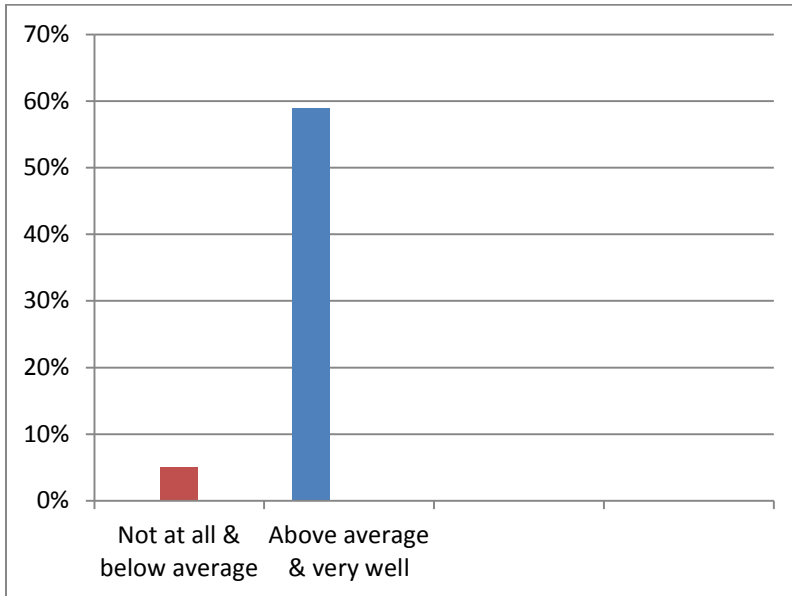
8. Standard 4: Problem Solving

- a. Not at all & below average: 8%
- b. Above average & very well: 56%



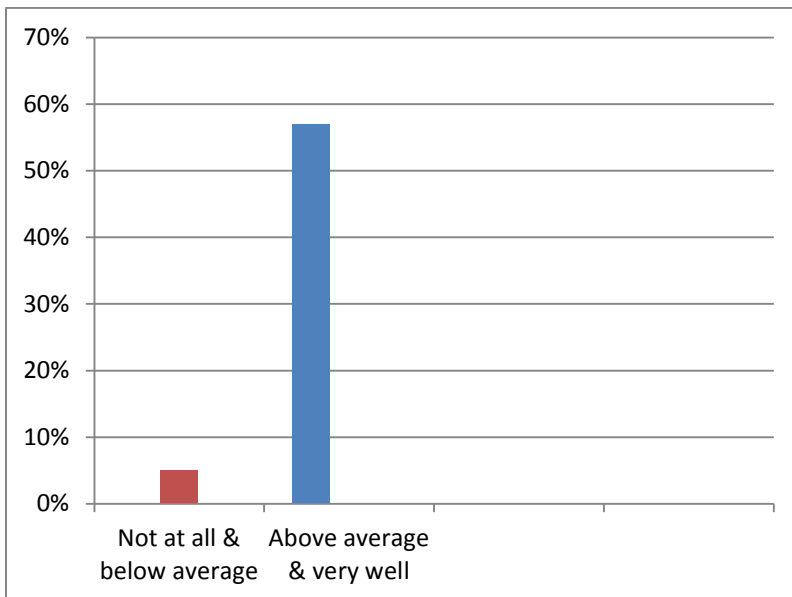
9. Standard 5: Engagement

- a. Not at all & below average: 5%
- b. Above average & very well: 59%



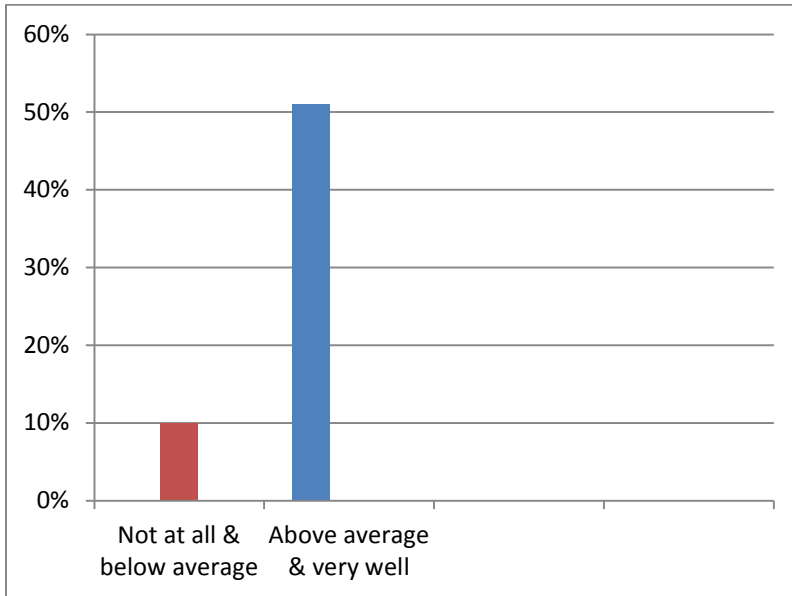
10. Standard 5: Social Development

- a. Not at all & below average: 5%
- b. Above average & very well: 57%



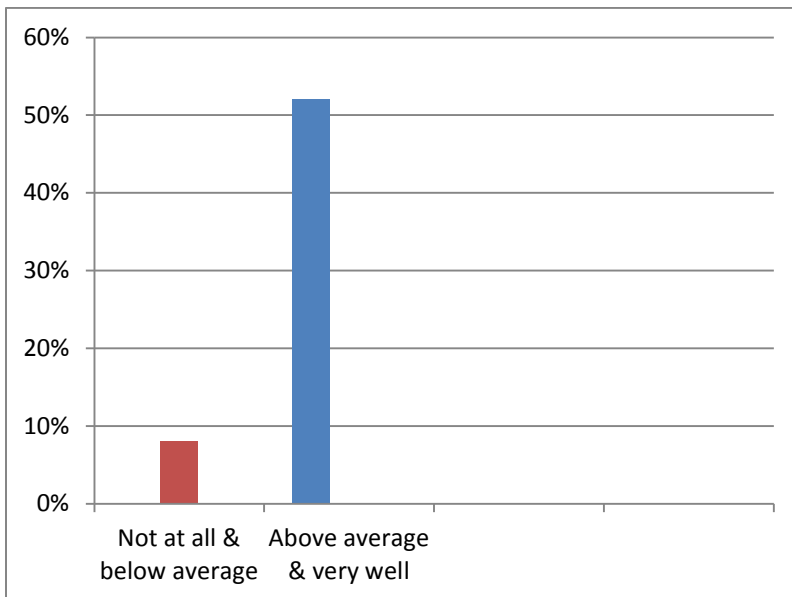
11. Standard 5: Motivation

- a. Not at all & below average: 10%
- b. Above average & very well: 51%



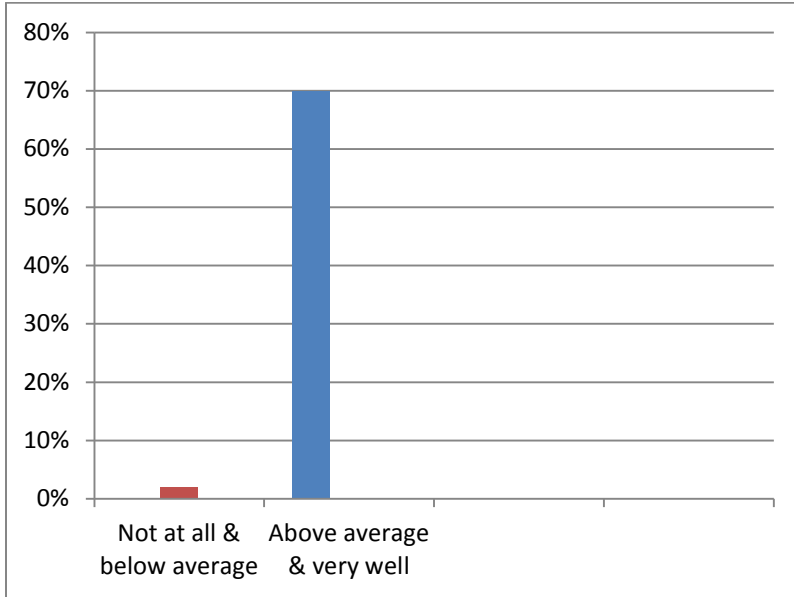
12. Standard 5: Positive Behavior

- a. Not at all & below average: 8%
- b. Above average & very well: 52%



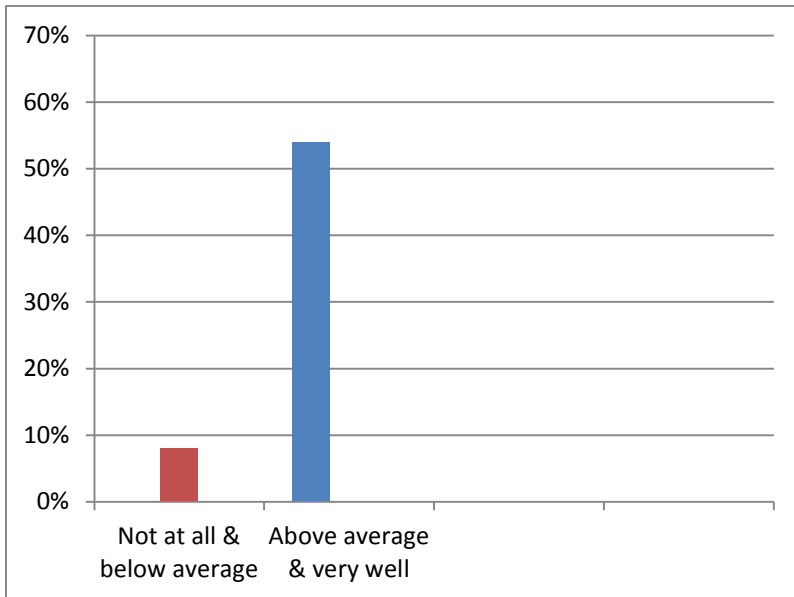
13. Standard 6: Communication

- a. Not at all & below average: 2%
- b. Above average & very well: 70%



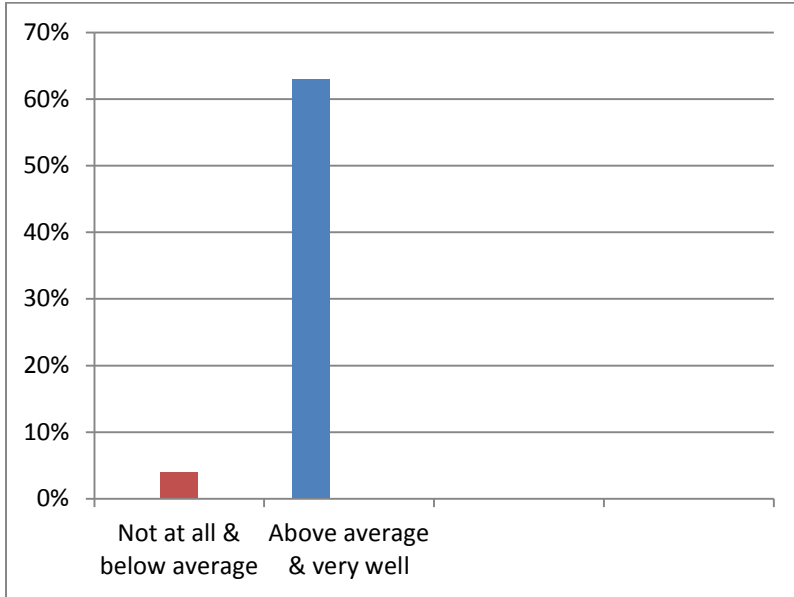
14. Standard 6: Forms of Media

- a. Not at all & below average: 8%
- b. Above average & very well: 54%



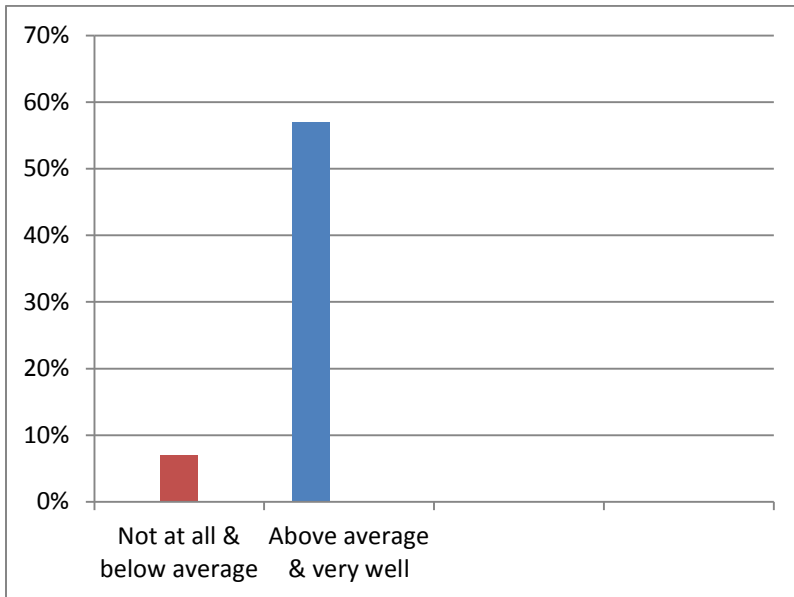
15. Standard 7: Lessons-Content

- a. Not at all & below average: 4%
- b. Above average & very well: 63%



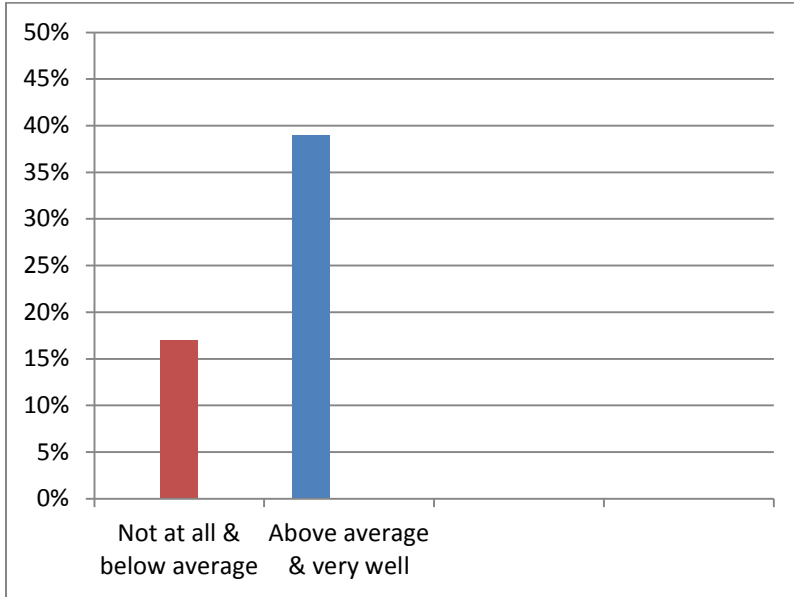
16. Standard 7: Lessons-Students

- a. Not at all & below average: 7%
- b. Above average & very well: 57%



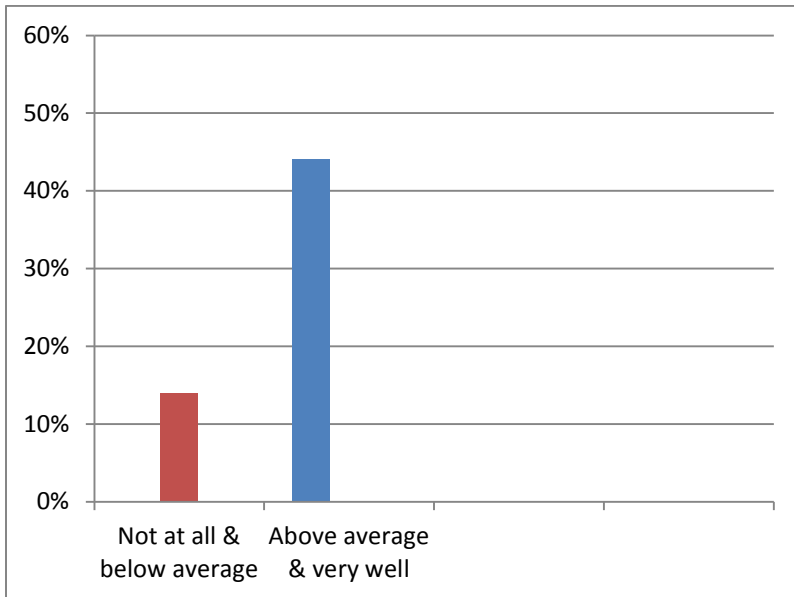
17. Standard 7: Lessons-Community

- a. Not at all & below average: 17%
- b. Above average & very well: 39%



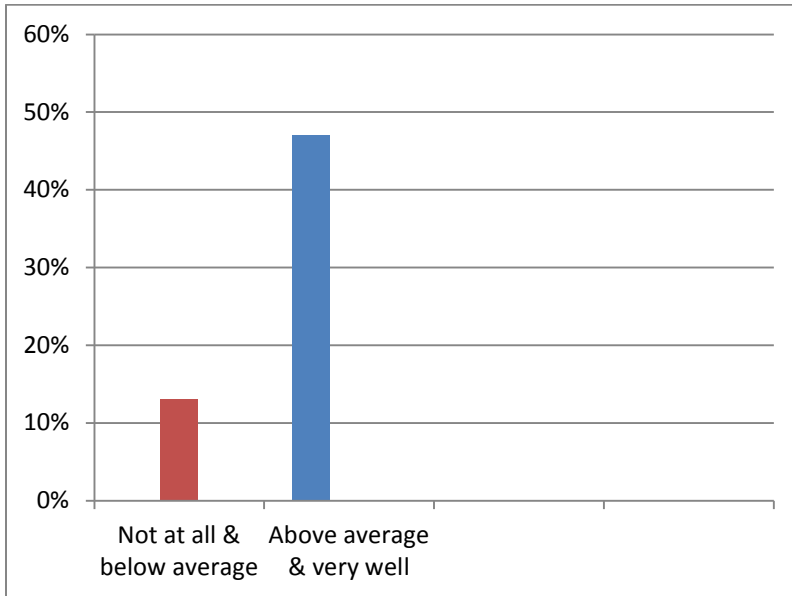
18. Standard 7: Lessons- Standards

- a. Not at all & below average: 14%
- b. Above average & very well: 44%



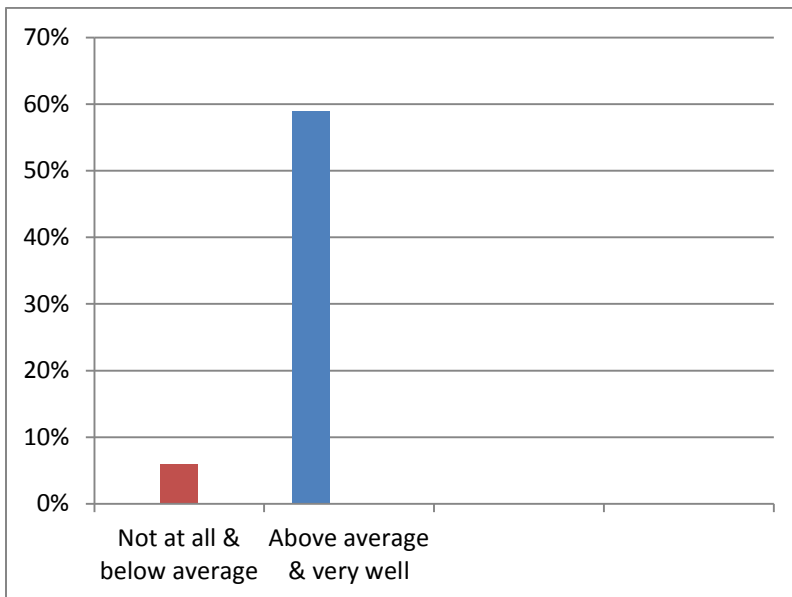
19. Standard 8: Assess Student Learning

- a. Not at all & below average: 13%
- b. Above average & very well: 47%



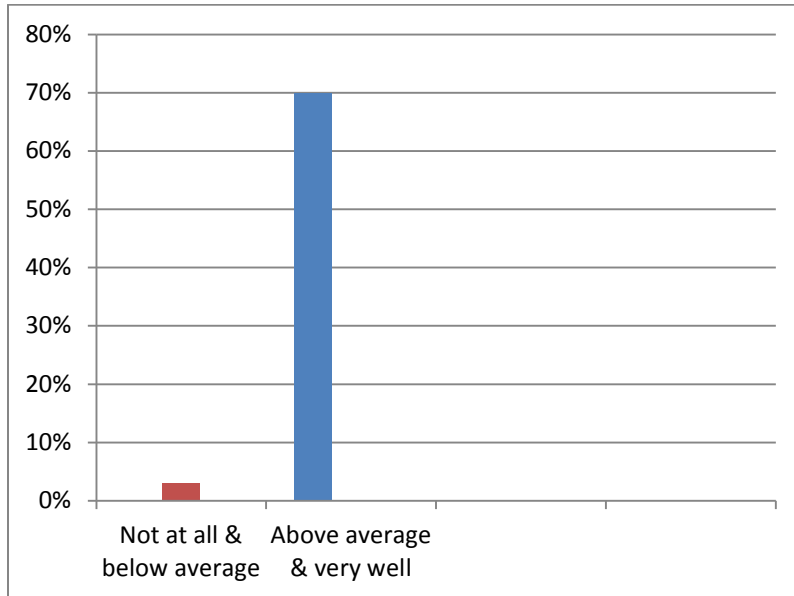
20. Standard 9: Reflect on Choices/Actions

- a. Not at all & below average: 6%
- b. Above average & very well: 59%



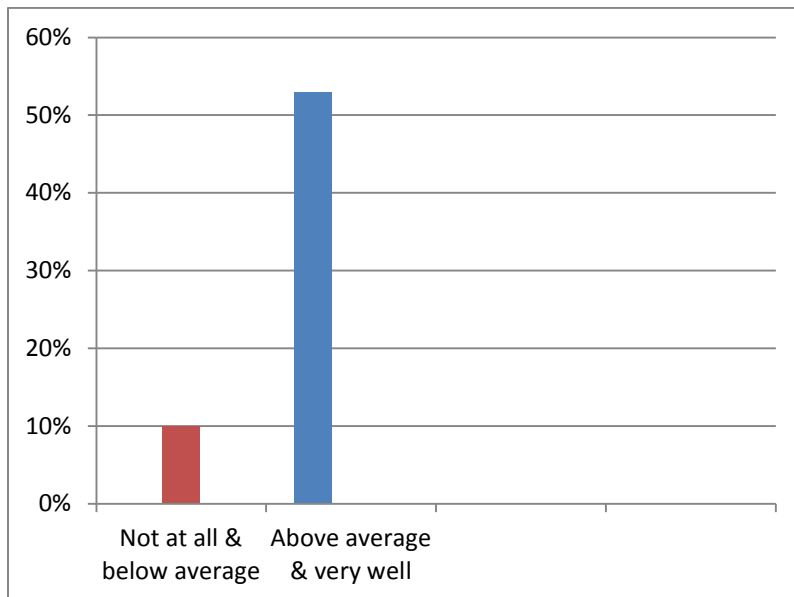
21. Standard 9: Evaluate Teaching

- a. Not at all & below average: 3%
- b. Above average & very well: 70%



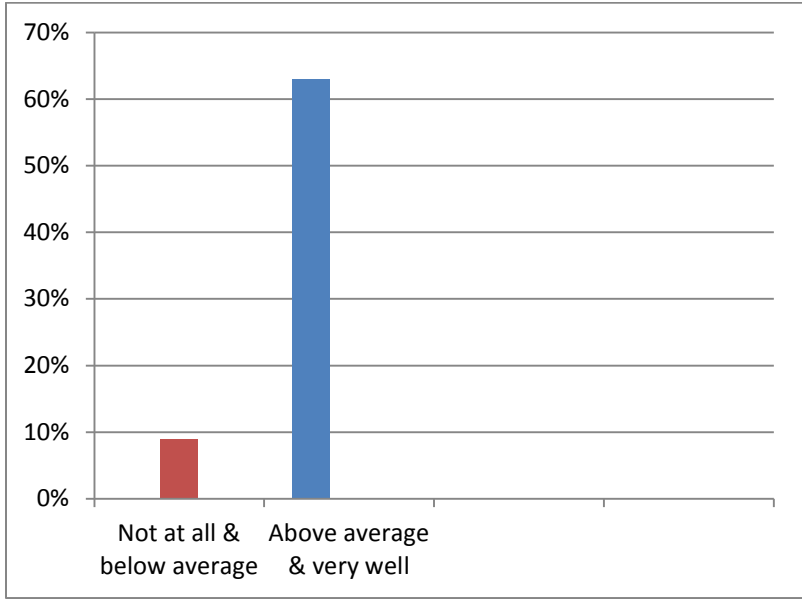
22. Standard 9: Leadership Responsibility

- a. Not at all & below average: 10%
- b. Above average & very well: 53%



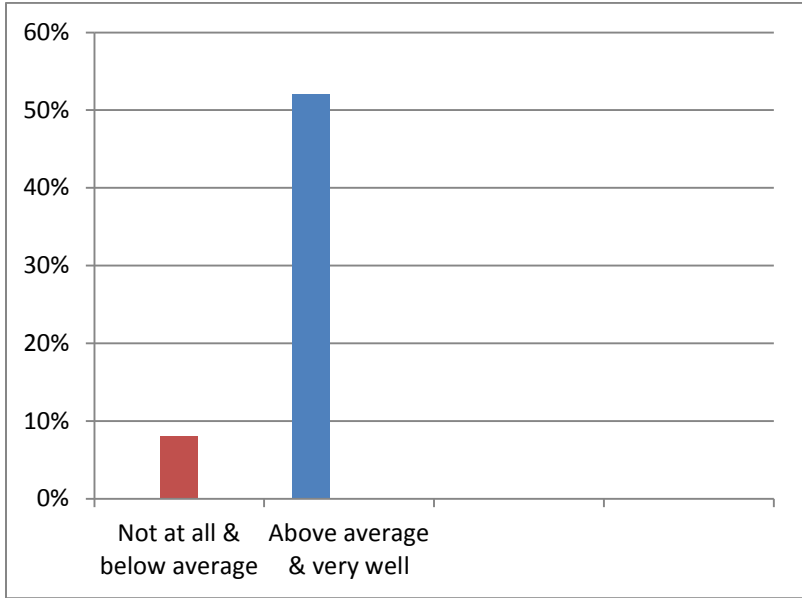
23. Standard 9: Professional Development

- a. Not at all & below average: 9%
- b. Above average & very well: 63%



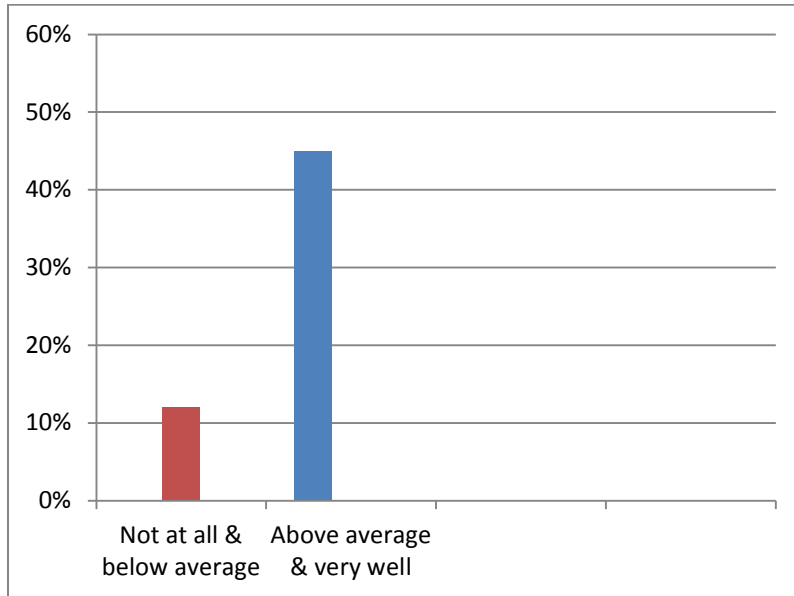
24. Standard 9: Student/Parent Feedback

- a. Not at all & below average: 8%
- b. Above average & very well: 52%



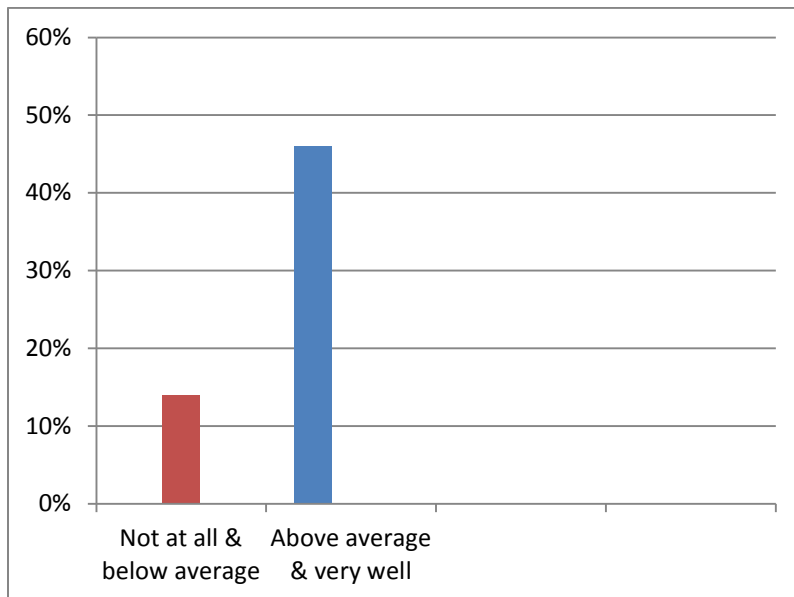
25. Standard 10: Connect with Colleagues

- a. Not at all & below average: 12%
- b. Above average & very well: 45%



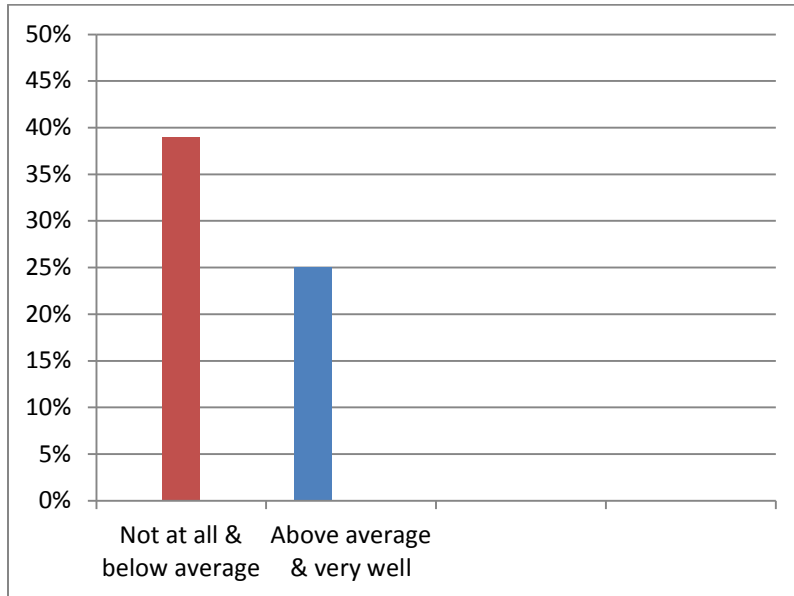
26. Standard 10: Work with Families

- a. Not at all & below average: 14%
- b. Above average & very well: 46%



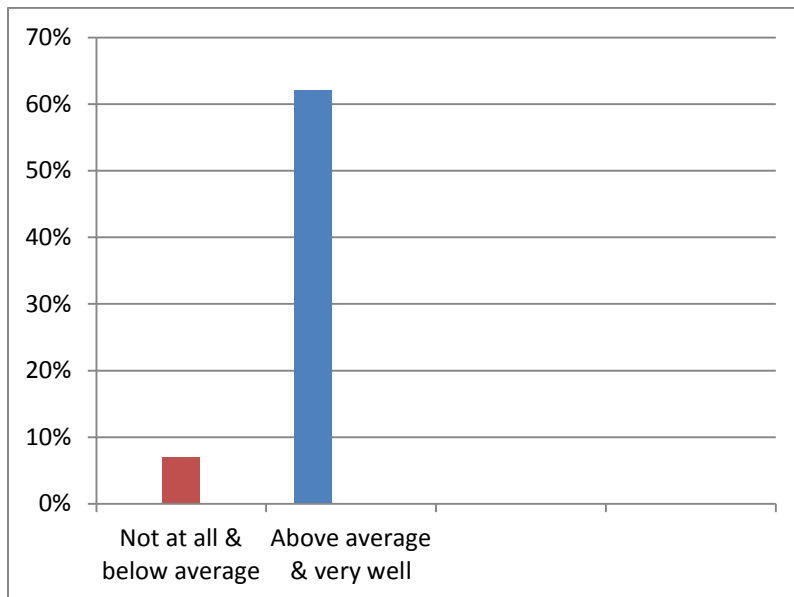
27. Standard 10: Understand Politics

- a. Not at all & below average: 39%
- b. Above average & very well: 25%



28. Standard 10: Ethical Beliefs/Values

- a. Not at all & below average: 7%
- b. Above average & very well: 62%



Strengths frequently mentioned

Comments:

1. Quality of professors/faculty:	52 (28%)
2. Practicum and preparation for practicum:	29 (16%)
3. Technology education:	17 (9%)
4. Reflection:	15 (8%)
5. English Education (professors, overall):	10 (5%)
6. Special Education (IEP's, modifications, diversity):	17 (9%)
7. Other general comments:	47 (25%)

Areas for Improvement

Comments:

1. Improvement in special education, IEP writing, or ESL, and regular education working in these areas:	24 (12%)
2. A need for more student teaching/practicum/real world experience:	25 (12%)
3. Improvement with learning teaching standards and curriculum:	14 (7%)
4. Improvement with behavior/classroom management:	30 (12%)
5. A need for more technology training and portfolio development:	15 (7%)
6. Improvement in the area of assessment:	12 (6%)
7. Improvement in the area of teaching how to read and literacy development:	16 (8%)
8. Other general comments:	71 (34%)