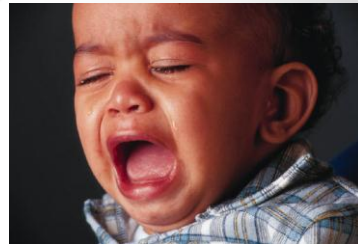# Enhancing Program Assessment and Quality Through Direct Measures of Student Performance

School of Education Assessment Committee
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UWSP Teaching and Learning Series
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Feelings About Assessment

IF
Assessment ≠ Meaningful + Relevant

THEN
Assessment = Judgment + Shame
OR
Assessment = Avoidance + Cynicism

How to Make Assessment Meaningful, Relevant, and Streamlined?

- Department Mission
- Backward Design
- Learning Outcomes
- Curriculum Map
- Indirect Measures
- Direct Measures
- Revisions/improvements to Program
- Faculty Learning Communities
- Course Portfolios
- Assessment Report
- Assessment Cycle

School of Education 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.

Identify what is most important for students to understand, know, be able to do, and appreciate

Belt's Test =
Backward Design

Program Learning Outcomes

The Learner and Learning

- *LO/Standard #1: Learner Development* The student can explain the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- *LO/Standard #2: Learning Differences* The student can explain how children with broad ranges of ability learn and develop/provide instruction that supports their intellectual, social, and personal development.
- *LO/Standard #3: Learning Environments* The student can explain how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

Curriculum Map
(indicates flow and development of LOs)

Course	EDUC 205	EDUC 381	EDUC 324 (Comm in Major)	EDUC 400 (Capstone)
LO 1 Learner Development	I	I	D	P
LO 2 Learning Differences	I	I/D	D	P
LO 3 Learning Environments	I	I/D	D	P

•*Introducing*
•*Developing and prepared to student teach*
•*Prepared as an initial educator:*

Choosing Indirect Measures

- Directly link survey questions to learning outcomes:

  o *Standard #1: Learner Development* The student can explain the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

  BECOMES

  o **Survey Question 1:** How well prepared were you to explain the central concepts, tools of inquiry, and structures of the disciplines you teach and create learning experiences that make these aspects of subject matter meaningful for pupils? (3 - Very well, 2 - above average, 1 - below average, 0 - not at all)

Diversity

Standard 3: Teachers understand that children learn differently
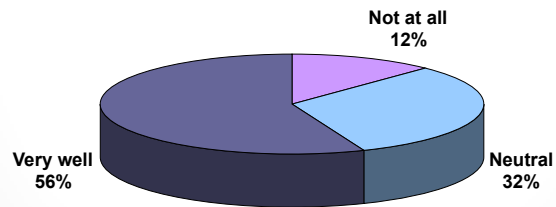
Prompt: How well prepared were you to teach students with disabilities and from diverse cultural/ethnic background?

Results from Indirect Measures Indicate Needed Attention

- Results from our survey to alumni and employers indicated a need to focus on the following (either above 10% in the bottom combined categories – "not at all" and "below average," or below 50% in the top combined categories – "above average" and "very well"):

  o Disabilities
  o Diverse Backgrounds
  o English Language Learners
  o Varied Instruction

Results Guide Focus for Program/Departmental Efforts

- Faculty Learning Community (developed organically) exploring the topic of diversity/inclusive excellence
  - o Book reads and discussion (potlucks) focused on inclusive excellence and the education of diverse learners
  - o System grants were received to support work on diversity
  - o Department curriculum map of inclusive excellence (https://sites.google.com/site/responsivepedagogy/home)
  - o SOE resource site was developed on the topic of diversity/inclusive excellence
- EDUC 205 was revised to provide a strong introduction and solid foundation for understanding diverse learners and their learning needs
  - o Significant curriculum revision and increase in credits
  - o Smaller class size to enhance discussion and reflection
  - o Change in instructor

Deeper Discussion of LOs

- *Standard #1: Learner Development* The student can explain the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

- *Introducing:* The student explains varying levels of cognitive, social, emotional, and physical development.
  - o *Evidence:* Identification of varying levels of growth and development in response to a description of individuals in a diverse classroom.
- *Developing and prepared to student teach:* The student assesses and adapts lesson plans to the developmental needs of a target student audience.
  - o *Evidence:* Adaptation of an existing lesson plan to meet the developmental needs of described learners.
- *Prepared as an initial educator:* The student creates instructional approaches that are developmentally appropriate for addressing the needs of a target student population.
  - o *Evidence:* Lesson/unit design to meet the developmental needs of actual learners.

Direct Measures

- **EDUC 205**: Final reflective essay

- **EDUC 381**: Reflective essay on personal experiences in connection to relevance in the classroom

- **EDUC 324**: Curriculum unit

- **EDUC 400**: Self-selected evidence from student teaching

Why Grades Alone Aren't Helpful

- EDUC 324 Final Grades
  - A   75%
  - A-   17%
  - B+   2%
  - B   2%
  - C+   2%

	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	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	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	Explains value of a perspective different from own.	Explains value of multiple perspectives and is able to support with concrete examples from own life.	Explains value of multiple perspectives and develops curriculum, instruction, and assessment that includes/addresses multiple perspectives.	Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different others (students, colleagues, parents, community members, etc.).
Application to Teaching	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.

Emerging Changes

We piloted our inclusive excellence assessment rubric in the Spring of 2012 and saw the need for changes even before we did the "actual" study in the Fall of 2013

ED 205: Changed guidelines for final reflective paper

ED 381: Adjusted expectations for students (could trust that students would continue to learn about inclusive excellence in later classes)

ED 324: Added class session on differentiation

ED 400: Provided students with the assessment rubric when asking them to select and submit their work

Course Portfolio

- Syllabi from each of our courses
- Assignments/assessments that are being assessed for Program/GEP assessment (Inclusive Excellence)
- Samples of student work
- Rubric used for assessment (common rubrics or common criteria)
- Hard copies of these items are available for review after presentation

Assessment Results

	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%

Display of Results
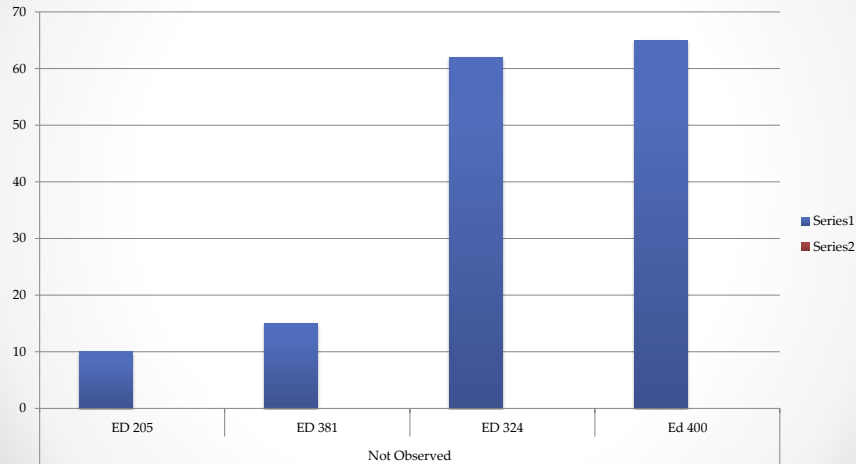
Assessment Results and Our Program

- The number of "Not Observed" assessments was notable
- The assignments from ED 205 and ED 381 were more directly related to inclusive excellence and cultural identity, so the results were closer to expectations
- Where inclusive excellence criteria were required in the assignment, results were closer to expectations
- Percentages at the "Prepared as Initial Educator" level were low across all criteria

Questions Related to Results

- What changes will we see in upper level courses as our students move through the revised foundation classes?
- Where are the students learning the knowledge, skills, and dispositions they are demonstrating?
- When we don't see expected results, should we change or add assignments? Alter class activities? Revise the rubric? Look at additional student work?Or, should we change our expectations?
- If culture/inclusive excellence isn't addressed in student work, then what?

Future Plans Based on Results

- Revisit and revise assessment rubric
- Focus on interrater reliability
- Re-examine academic language addressed in classes and how students are being asked to use it
- Look at how the edTPA, which is an assessment tool being mandated by DPI for teacher certification, can facilitate further improvement in our efforts to model and teach inclusive excellence
- Share our results with the rest of our department to discuss the implications for our program
- Plan for the full five-year assessment cycle

Assessment Report

- **Departmental Mission** *
- **Brief Description of Departmental Improvements / Changes**
- **Program Learning Outcomes** *
- **National/Professional Standards** *
- **New / Updated Curriculum Map** *
- **Assessment Strategies/Measures/Techniques/Methods**
- **Assessment Results/Findings/Interpretation**
- **Dissemination of Findings** *
- **Implications**
- **Reflections on the Department Assessment Process**
- **Assessment Plan for the Next Reporting Cycle**

Final Thoughts and Recommentations

- Concentrate on what is relevant and meaningful
- Focus on what is most important for your students to learn (revisit mission and learning outcomes frequently)
- Communicate (food can facilitate communication)
- Work to streamline and systematize your assessment process
- Commit to using direct measures for assessment
  - HLC and UWSP require it
  - Rubber meets the road
  - It's all about student learning
  - Presents a clearer picture