

HLC Progress Report

Interim Assessment Reports for 2013-2014

The Assessment Subcommittee has outlined a year-long process to assure that we fulfill the requirements set out by the Higher Learning Commission (HLC) for our mandated January 2015 Progress Report. Each department is required to submit a two-part "Interim Assessment Report" that focuses on a direct measure of student learning for at least one Program Learning Outcome. This document serves as a template for both parts of these Interim Assessment Reports. Departments are encouraged to focus their efforts on activities that are meaningful and fulfill the aims of their five-year assessment plan.

For more information, please contact either Paula DeHart (Paula.DeHart@uwsp.edu) or Michael Estanich (Michael.Estanich@uwsp.edu), or visit:

<http://www.uwsp.edu/acadaff/Pages/ProgressReport2015/InterimAssessmentReports.aspx>

Department or Academic Unit:	School of Education
Name of the Major / Program of Study:	Elementary Education Program
Name of Primary Contact Person:	Paula DeHart

Part One: Interim Assessment Plan

DUE: November 15, 2013

1. List at least ONE Program Learning Outcome to be assessed:

SOE Learning Outcome #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.

2. Describe the method of Direct Assessment that will be utilized (student performance/work) and the evaluation criteria / rubric that will be applied to assess student learning (attach separate documents if needed):

All elementary education majors take **Education 324: Techniques in Elementary School-Social Studies** in the semester prior to student teaching. A significant focus of the course and of student work revolves around an eight-day integrated curriculum unit that the students develop to show their ability to plan and teach social studies content, skills, and dispositions to elementary-aged children. All of the unit plans developed by students in both sections of the Fall 2013 EDUC 324 class will be analyzed for their attention to issues of diversity, both in the content included and the methods chosen to address the needs of diverse learners. An adaptation of the AAC&U Intercultural Knowledge and Competence VALUE rubric will be used to analyze the curriculum unit plans (see attached).

3. Identify in which classes and sections the assessment evidence will be gathered and which instructors are responsible:

The assessment evidence will be collected in Sections 1 and 2 of Education 324: Techniques in Elementary School-Social Studies by the course instructor, Paula DeHart.



University of Wisconsin
Stevens Point

4. Summarize the results from all assessment evidence gathered (attach separate documents like charts, graphs, or tables where needed to summarize the results):

All integrated curriculum units developed in the **EDUC 324 Techniques in the Elementary School: Social Studies** class were collected and assessed using the attached “Diversity Assessment Rubric,” which was developed by the School of Education Assessment Committee. As part of a larger assessment study, the Diversity Assessment Rubric was applied to four different courses at different points in the program, but this analysis looks closely at the EDUC 324 course because it is a concentrated methods course that students take at a critical time in the program, just prior to student teaching. The students develop the integrated curriculum unit in groups of 3 – 4, so the twelve units analyzed reflect the work of 43 elementary education majors. Please see attached table of assessment results.

5. Reflect on what these results reveal about student learning in the course/program:

Because of the point in the program in which students take the EDUC 324 course, desired performance in all categories of the Diversity Assessment Rubric would be at the “Prepared to Student Teach” level. In both the “Dispositions” and “Application to Teaching” categories, 89% of the students did perform at the desired level and 11% performed below the desired level. These results are acceptable, although we would like to see even better results for our students getting as close as possible to 100%. In the “Knowledge” category 33% of students performed at the desired level and 67% below; and in the “Skills” category 0% of students performed at the desired level and 100% below, although 89% of the students performed at the “Developing” level, which is the level just below what is desired. These results indicate that students are not performing at desired levels in “Knowledge” and “Skills”. Upon close examination of these results, the SOE Assessment Committee has concluded that the integrated unit plan assignment lends itself well to students applying their knowledge of diversity to the construction of social studies curriculum, which is what is assessed in the “Dispositions” and “Application to Teaching” categories, the assignment does not ask students to demonstrate their understanding of what is addressed in the “Knowledge” and “Skills” categories of the assessment rubric. Thus, it was impossible to determine if the EDUC 324 students have the desired abilities and were just not asked to demonstrate them or if they actually lack the desired knowledge and skills.

6. Explain how the results will be used to guide future efforts (i.e., how assignments and/or course might be altered, how your program might be impacted, and/or how future assessment efforts might be structured):

Since this data was gathered in the Spring of 2013, changes have already been made to the EDUC 324 course based on these results. The analysis and results made clear that the choice of unit plan topic had a dramatic effect on whether or not desired performance was evident. Students had the choice of developing a curriculum unit around a science related topic and integrating some social studies content or choosing a social studies related topic and integrating some science content. For example, one unit plan focused on the Industrial Revolution and included a strong focus on the challenges immigrants faced as they moved to the cities to work in Industrial Revolution Era factories. Their unit included children’s literature that explored multiple viewpoints on the impact of the Industrial Revolution on people’s lives. Another group chose “The Restless Earth,” which focused on the movement of tectonic plates and the resulting natural events like earthquakes. This group brought in a timeline of earthquakes throughout history and the impact on people living near them, but there was no deeper examination of multiple perspectives, cultural identity, or issues of justice, the kinds of items included on the Diversity Assessment Rubric. While there are ways that the diversity focus might be brought into the science focused unit



plans, because of the content addressed it can be an unnatural stretch, especially when students are developing curriculum for elementary-aged children and must ensure that important science concepts are learned. As a result of this finding, beginning in the Spring of 2014 all students are required to complete both a social studies focused unit and a science curriculum unit. By requiring all students to develop curriculum around a social studies topic, the inclusion of cultural identity, multiple perspectives, and social justice becomes a much more natural and realistic expectation.

A second change that has been made to the course is an increased focus on differentiating instruction, which means developing curriculum, instruction, and assessment that addresses differences in student readiness, interest, and learning style. A separate seminar session on the topic of differentiation has been added to the course to help students “develop differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner,” a major focus of the “Application to Teaching” category on the Diversity Assessment Rubric. Although 89% of students performed at the desired level for this category, there were still evident weaknesses in the area of differentiation. It is hoped that addressing differentiation will also help to bring the assessment results closer to 100% in the “Application to Teaching” category.

A third change, that will happen in the Fall of 2014, is that the guidelines for the “Introduction” to the social studies unit plan will require an explanation of how the students’ curriculum unit addresses “the role of cultural identity on perspective” and “the advantages and disadvantages that can be tied to cultural identity and/or learner difference,” items that are addressed in the “Knowledge” and “Skills” categories of the Diversity Assessment Rubric where a majority of students performed below desired levels.

The Diversity Assessment Rubric will be applied again to all EDUC 324 curriculum units submitted in the Fall of 2014 to determine what impact, if any, the above changes are having on student learning and performance.



SOE Diversity Assessment Spring 2013

	Not Addressed	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	EDUC 324 - 67%	EDUC 324 - 0%	EDUC 324 - 0%	EDUC 324 - 33%	EDUC 324 - 0%
Skills	EDUC 324 - 11%	EDUC 324 - 0%	EDUC 324 - 89%	EDUC 324 - 0%	EDUC 324 - 0%
Dispositions	EDUC 324 - 0%	EDUC 324 - 11%	EDUC 324 - 0%	EDUC 324 - 89%	EDUC 324 - 0%
Application to Teaching	EDUC 324 - 0%	EDUC 324 - 0%	EDUC 324 - 11%	EDUC 324 - 89%	EDUC 324 - 0%

EDUC 324 n=43 (12 unit plans, 3 – 4 students per unit plan group)

School of Education Diversity Rubric
Draft Updated 2/10/13

	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 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	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.

Comments: