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Academic Affairs Assessment of Student Learning

Assessment Plan for Academic Years __2019__ and ___2020___

INSTRUCTIONS:
- Please submit a copy of this assessment plan to the Coordinator of Academic Program Assessment (Aaron Settle – asettle1@wvstateu.edu)
- Please be sure to keep a copy of the assessment plan in your department office.

IDENTIFYING INFORMATION:
College: College of Professional Studies
Department/Program: Elementary and Secondary Education
Assessment Coordinator's Name: Dr. Stephanie Burdette
Assessment Coordinator's Email Address: stephanie.burdette@wvstateu.edu
Academic Year: 2018-2019

Program Learning Outcomes (Please list)

1. Demonstrate knowledge of chosen content field(s).
2. Teach units and lessons aligned with national and state standards that address the learning needs of all students.
3. Integrate technology and twenty-first century learning tools and skills in their own teaching as well as in the learning processes of their students.
4. Exhibit behaviors of a professional teacher congruent with the conceptual framework which includes Dispositions and Teacher as a Human Developer
5. (a) Maintain effective learning communities that value diverse abilities and talents and facilitate respect for all **and** (b) Make connections in the school and community by communicating effectively with parents and other community members to promote student learning. (Adopted June 2018)

Curriculum Assessment Map (Please provide a curriculum assessment map identifying the course(s) that each PLO is assessed. Make a special note of assessments that the departmental assessment coordinator collects data from to analyze overall learning of the PLO's.

1. Outline which learning outcomes and where you expect to conduct measures over the next 2 academic years (falls and springs) Include rationale, e.g., trending data, planned/ongoing follow-up from previous assessments or program review cycle, etc.)

Learning Outcome (PLO)	Where Measured	Which Measure Used	Rationale
1. Content Knowledge	At the end of the program	Praxis II Exam	These nationally normed tests can help the program compare our candidates with other candidates in the same fields.
2. Planning and Teaching	Ed 316 and 426– first methods course	CAPT rubric – Candidate Ability to Plan and Teach	Provides an early assessment of planning and teaching
	Ed 227 – End of Sophomore year course	UDL Rubric	Provides an assessment of ability to plan to adapt instruction for students with learning needs
	Ed 331 – After 316, but before student teaching	IEP simulation and meeting	Provides an opportunity to improve the achievement of a student or students with disabilities.
	SCOPE	SCOPE Rubric	Provides evidence that the candidate has had sufficient positive experiences prior to student teaching so that they are ready to teach
	Student Teaching	STAR and WVTPA rubrics	Performance assessments to measure readiness for professional teaching career.
3. Technology	Educ 300 – The same semester as 316 (the first teaching methods course)	Technology Integration Rubric	Provides a measure of candidates ability to plan a unit in which technology forms an important part
	SCOPE	SCOPE portfolio presentation, evaluated by at least two faculty members using a rubric.	Assesses the degree to which candidates have used technology to enhance student learning prior to student teaching.
	Student Teaching	STAR Rubric	Assesses technology use in student teaching

4. Dispositions	Educ 200	Philosophy of Education Rubric	Provides an early assessment of Philosophy of Education – which reflects beliefs about how individuals learn, and these beliefs are dispositions.
	Educ 200, 316, 426, Student teaching	WVSU Education Candidate Dispositions Rubric	Rubric completed 5 times during a candidate's college career: self-assessment in 200; professor complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment.
5. Diversity and Community	Ed 426	CAPT	Part of the CAPT relates to management
	Ed 426	Reflection on Management	Reflection on what actions during teaching related to aspects of management.
	Student Teaching	STAR	Some of the elements of the STAR relate to management.
	Student Teaching	STAR	One of the elements of the STAR relate to family communications.

2. How are you planning to measure the learning outcomes (s)? (What object, i.e., test, project, presentation, etc., and with what tool, e.g., rubrics, item analysis, sampling, benchmarks, national norms, exams, juried review, etc.)

> The Education Department assesses all of the Program Learning Outcomes every semester. The data is compiled and analyzed by academic year. Our assessment plan, a continual improvement model, includes identifying trends in data that show strengths and weaknesses of the program that are addressed with programming as needed.
>
> Each of our department assessments are scored using specific rubrics that are aligned with national teacher preparation standards or other required measures.

Department of Education List of Assessments used with Curriculum Map

Assessment 1: Admission to Teacher Education Program in Educ 202, at end of pre-professional phase.

Assessment 2: WVSU Lesson Plan, Assesses various aspects of lesson planning and reflection, in Educ 316 and 426, during professional phase. Plan is scored by course instructor

Assessment 3: Candidate Ability to Plan, Instruct and Teach (CAPT), content specific assessment completed by cooperating teacher in 316 and 426.

Assessment 4: Senior Capstone Oral Presentation E-Portfolio (SCOPE), presentation of E-Portfolio to both Education Faculty Member and Content Faculty Member, during Senior Capstone Phase.

Assessment 5: WVTPA The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience.

Assessment 6: Student Teacher Assessment Record (STAR), assesses multiple aspects of teaching and professional behavior as well as content knowledge. This assessment is conducted during student teaching – the Senior Capstone Phase.

Assessment 7: Educ 300 Unit Plan, Candidates submit a technology rich unit plan in their content area, which is scored for quality of technology integration

Assessment 8: Praxis II, nationally normed test of teaching and content knowledge, administered by the Educational Testing Service.

Assessment 9: WVSU Education Candidate Dispositions Rubric, completed 5 times; self-assessment in 200; professor complete in 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment.

Curriculum Map by PLOs (*Key Assessment Phases*) November 2019

Courses	PLO	Assessment 1 Admission		Assessment 2 Lesson Plan		Assessment 3 CAPT		Assessment 4 SCOPE		Assessment 5 WVTPA		Assessment 6 STAR		Assessment 7 Ed 300 Tech		Assessment 8 Praxis II		Assessment 9 Disposition Rubric	
Various	1 – content knowledge	Admission to program -	At end of Educ 202					SCOPE Assessment Record	Before student teaching			STAR	Student Teaching						
Before graduation	1 – content knowledge															Praxis II	Before Graduation		
Student Teaching	2- planning and teaching											STAR	Student Teaching			Praxis II	Before Graduation		
EDUC 316	2- planning and teaching			WVSU Lesson Plan	Educ 316	CAPT Candidate Ability to Plan and Teach	Educ 316												
EDUC 300	3 – technology									Unit Plan Rubric	Educ 300, Junior level			Unit Plan Rubric	Educ 300, Junior level				
316, 423/426, student teaching	3 – technology							SCOPE Assessment Record	Before student teaching			STAR	Student Teaching						

200, 316, 423/426, student teaching	4 – Dispositions															Disposition rubric	200-self assessment; 316 and 423/426 assessed by course professor; during student teaching: self-assess, university supervisor
316, 423/426, student teaching	5 – Diversity and Community					CAPT	Educ 316			STAR	Student Teaching			Praxis II	Before Graduation		
316, 423/426, student teaching	5 – Diversity and Community					SCOPE Assessment Record	Before student teaching			STAR	Student Teaching						

3. Who will be responsible for the analysis and how will results be analyzed? When will results be available?

Dr. Stephanie Burdette along with other members of the WVSU Education Department faculty will analyze that is collected each semester and stored within Livetext. The collected data is then exported to excel for further analysis. Some data results were compared to prior years to examine trends.

In conclusion, data collection and analysis are essential components of the WVSU Education Department assessment for program improvement and accreditation through CAEP (Council for Accreditation of Educational Programs). CAEP accreditation is important because it provides assurance that our Department of Education has met national standards set by the teaching profession. West Virginia State University must be steadfastly dedicated to maintaining the ongoing accreditation status which has been maintained since 1963. A fully accredited program translates to our students being well positioned to enter the job market because graduates from accredited teacher programs are in high demand because they are well prepared for initial licensing and certification. By meeting the guidelines set forth by CAEP for data collection and analysis, we can ensure that we have successfully aided our education candidates in acquiring the necessary content, pedagogical and professional knowledge and skills to be successful in the classroom.