

Assessment of Student Learning Plan: **Teacher Education Program**

Review of 2012-13 Academic Year

A. College, Department or Program, Date

College **College of Management & Human Service**
Department or Program **Teacher Education Department (ETEP/TEAMS program)**
Date May 31, 2013

B. Department or Program Chair: **Julie G. Canniff**

**(person responsible for completing this form)*

C. Degree or other Program: **Masters of Science in Education, Teaching & Learning; Extended Teacher Education Program [ETEP]; Teachers for Elementary and Middle Schools [TEAMS] (undergraduate pathway discontinued spring, 2011)**

D. Assessment of Student Learning

1: Has your department identified any Student Learning Outcomes? (What are students able to do by the end of your program?)

- a. *List the most important student learning outcomes (3-5) that have been agreed upon in your department. Then, identify which student learning outcome (1-2) was assessed this past year.*

Interns in ETEP and TEAMS are assessed throughout their program on the ten USM Teaching Standards.

ETEP and TEAMS Interns in the graduate professional Internship must be proficient on all ten standards at the end of their program. The USM Teaching Standards are aligned with the Interstate Teacher Assessment and Support Consortium's Model Core Teaching Standards which have been adopted by the Maine Department of Education for pre-service and in-service teachers:

STANDARD 1 Diversity of child/adolescent development, learner needs and equitable and culturally responsive practices: *The teacher demonstrates knowledge of the diverse ways in*

which students develop and learn by developing expertise around learning opportunities that support students' intellectual, physical, emotional and social development

STANDARD 2 Knowledge of subject matter and inquiry: *The teacher understands the framework and standards of the subject matter she/he teaches. She/he uses the discipline's tools of inquiry, central concepts, and internal structure, and makes interdisciplinary connections to promote learner's inquiry.*

STANDARD 3 Beliefs about teaching and learning: *The teacher clearly communicates beliefs about teaching, learning and the role of education in ensuring access and equity for all students.*

STANDARD 4 Technology: *The teacher understands the social, ethical and legal issues associated with the use of technology and tools of the discipline, and uses technology and tools to support teaching practice and student learning.*

STANDARD 5 Professionalism and Collaboration: *The teacher demonstrates ethical and legal professional behavior within school and community, and works collaboratively with colleagues, parents, and community members to improve conditions of learning for all students and adults.*

STANDARD 6 Positive Classroom Environment: *The teacher builds relationships with students and creates a democratic learning environment that encourages positive social interaction, active engagement in learning, student responsibility, and self-motivation.*

STANDARD 7 Instructional Planning and Implementation: *The teacher plans and evaluates instruction based on knowledge of the learner, subject matter, community, intended content standards, and curriculum*

STANDARD 8 Instructional Strategies: *The teacher understands and uses a variety of appropriate instructional strategies and tools to promote learning and inquiry based on knowledge of the learner, subject matter, community, intended content standards, and curriculum.*

STANDARD 9 Assessment: *The teacher understands and uses a variety of informal and formal assessment strategies to evaluate and support the development of the learner.*

STANDARD 10 Professional Development: *The teacher a learner who reflects on and evaluates choices and actions, and continually strives to improve practice.*

Program Assessment Data Collected Annually and Used for Accreditation with The Teacher Education Accreditation Council (TEAC).

Data Sources
GPAs
Undergraduate
Courses in content area
Methods Courses
Admissions/Candidacy Interview Data

Praxis Scores
Praxis I
Praxis II
Intern Assessments
Unit Scores
Standards Reviews
Program Surveys
Entry
Exit

GPA and Praxis scores are common program completer data and are common measures in teacher education program evaluation. We disaggregated the global construct of grade point average, however, into more specific GPAs that we feel more accurately measure constructs relevant to this inquiry. Program completers' Content GPAs are calculated on the standard four-point scale and reflect the grades applicants and candidates received in the content area course work required for admissions to the internship.

The program requires that candidates admitted to the program have at least 24 credits in the content area for which they are seeking certification. For those seeking K-8 certification, candidates must have at least six credits each in English, math, science, and social studies. For those seeking 7-12 certification, candidates need at least 24 credits in the specific content they will be certified to teach (e.g., English/language arts, math, social studies, life science, physical science). Candidates for the Unified K-8 or 7-12 pathways need at least the 24 content area credits described above, but not 24 credits in special education prior to ETEP.

Methods GPAs were calculated from program completers' grades in the program course work that focuses on instructional methods and strategies. The Methods GPA is also calculated on the standard 4-point scale, but for each individual is calculated from the methods courses required by his or her specific program pathway.

Interview scores are gathered at an ETEP applicant's interview for program admission or a TEAMS student's candidacy presentation. These are mean scores calculated from the ratings of ETEP interviewers or TEAMS candidacy panelists in order to evaluate candidates' understandings of content knowledge, technology, and equitable education. ETEP interviews and TEAMS candidacy presentations involve 2-3 interviewers who are program faculty, school partners, and mentor teachers. They last 30 to 45 minutes and follow a semi-structured format where interviewers adhere to a given protocol and pre-determined topics but are free to follow up with specific questions relevant to the applicant's responses. The topics for the questions are the same for all interviews although the specific wording varies to some extent as interviewers choose from a menu of questions under each topic. The interviewers each independently rate the ETEP applicant on a 4-point scale (ranging from 1-4).

As a part of TEAMS candidacy, students create a portfolio and evidence list that reflects the first five USM Teacher Certification Standards. Three of these standards relate to TEAMS candidates' understandings and use of content knowledge, technology, and equitable education. At the candidacy presentation, students present highlights from their portfolio and

respond to panelists' questions. The panelists independently rate the TEAMS candidate's knowledge and understanding related to content knowledge, technology, and equitable education on a 3-point scale. A mean of each candidate's independent scores for these three areas is calculated.

A fundamental element of the Teacher Education Program is the set of ten USM Teacher Certification Standards. Interns are explicitly assessed on these standards at the middle and end of the program. Each intern receives **Standards Review Scores** representing his or her performance in internship on the following ten aspects of teaching: response to diversity, beliefs, content knowledge, technology, collaboration and professionalism, positive classroom environment, instructional planning, instructional strategies, assessment, and professional development. The standards have been articulated, reviewed, and revised by program stakeholders (e.g., faculty, supervisors, mentors, partner school personnel, and the Professional Education Council) over the years, most recently in 2009. Furthermore, USM's ten teaching standards align with the State's teaching standards and TEAC Quality Principles.

Standards Reviews include the intern and involve relevant program faculty supervisors and mentors. All participants are very familiar with the standards and thoroughly understand the assessment process. The final scores from the standards review process are based on a consensus arrived at by supervisors and mentors after they have reviewed extensive qualitative data about the intern. This data reflects a full spectrum of the intern's teaching practice, including direct observations, portfolio, journals, assignments, lesson plans, units, video tapes and analysis, etc. The Standards Rubric was revised in 2009 and scores are on a four-point scale (needs attention, basic, proficient, and distinguished). Following the revision to the Standards Rubric, and as is reflected in the TEAMS data, interns are rated on a four-point scale.

The second semester instructional unit is a primary program assessment. For this inquiry, **Unit Assessment Scores** are used to document completers' outcomes. Units are scored using a rubric that was developed by program faculty and school partners during the 2006-2007 year. Unit Assessment Scores were collected for all interns in spring, 2010-2012, using a three point scale on which 1 indicates "does not meet," 2 indicates "meets," and 3 indicates "exceeds" on the standard being assessed. The unit assesses six standards: assessment, diversity, instructional planning, instructional strategies, professional development, and subject knowledge. Units are assessed by interns' seminar or curriculum instructors.

Upon entry and exit from internship all ETEP and TEAMS interns complete a pre- and post-program survey that asks them to report on their feelings of preparedness for teaching and professional practice. The **entry and exit surveys** were developed for TEAC Accreditation in 2007, tested for validity and reliability, have been revised slightly over the years, and used in re-

accreditation analysis to document program impact on completers' sense of preparedness for teaching.

2: How and When will the Learning Outcomes be assessed?

- a. *Briefly describe the forms of evidence that were utilized this past year to demonstrate students' accomplishment of the learning outcome(s) selected, and when you implemented the assessment.*

Data Sources	How	When
GPAs		
Undergraduate	Admissions materials (ETEP) Candidacy (TEAMS)*	Three Admissions rounds: Fall, January, March
Courses in content area	Admissions materials (ETEP) Candidacy (TEAMS)	Three Admissions rounds: Fall, January, March
Methods Courses	MaineStreet Transcripts	Annually at certification recommendation
Admissions/Candidacy Interview Data	Admissions materials (ETEP) Candidacy (TEAMS)	Three Admissions rounds: Fall, January, March
Praxis Scores		
Praxis I	Admissions materials (ETEP) Candidacy (TEAMS)	Three Admissions rounds: Fall, January, March
Praxis II	ETS	Annually at certification recommendation
Intern Assessments		
Unit Scores	Scores from Seminar Instructors, EDU 543	Annually, Spring semester
Standards Reviews**	Scores from mentor, supervisor, cohort coordinator	mid-year (Dec-Jan), end of program (April-May)
Program Surveys		
Entry	Survey delivered via Survey Monkey	Annually, August, prior to internship
Exit	Survey delivered via Survey Monkey	Annually, May, end of internship

***Candidacy data:**

TEAMS students submit the following assignments for EDU 390 Portfolio Assessment as part of the candidacy process. These assignments are used as partial evidence for completing their candidacy into the professional Internship. Additional evidence includes a 30-minute interview with a panel of TED faculty. All assignments are due prior to the interviews which are held in the last three weeks of the semester.

Catalogue of Experiences (10 reflections on field placements and courses)
Essays (Child and Adolescent Development, Equity in the Classroom, Teaching and Learning)
Teaching philosophy
Resume
Praxis 1 exam

****Standards Evidence**

ETEP and TEAMS interns submit evidence for each Standard beginning in the first semester and continuing until the end of the final semester. Evidence includes seminar and methods course assignments such as a community profile, classroom profile, student barrier analysis, 3-part classroom management system, lesson plans, disciplinary/interdisciplinary teaching unit, reflections, videotapes, teaching philosophy, teaching observations, and an assessment system.

3: How did you use the Assessment results to Improve Student Learning?

- a. *Briefly describe your unit's process for using the assessment data to improve student learning, and state what improvements or changes are being planned based upon the assessment results.*

Instructors in EDU 390 Portfolio Assessment use rubrics and personal conferences to provide feedback to the TEAMS students on their catalogue of experiences, their teaching philosophy and essays. Students are given multiple opportunities to improve their writing; they are also coached in how to use their materials to support their answers during the candidacy interview.

Faculty who coordinate the ETEP/TEAMS internship cohorts use product descriptors and rubrics to provide extensive feedback to the interns on all of the major assignments. Faculty, supervisors and mentor teachers provide comments and suggestions to interns on their Teaching Standards documentation on a regular basis. At least two of the Standards Review Conferences are held face-to-face, or through electronic conferencing. Interns, supervisors and mentor teachers discuss the evidence for each standard, make suggestions for improvement, and evaluate the progress from basic to proficient.

The TED faculty meet twice a year in day-long retreats to examine the effectiveness of the program's shared assessment system in providing robust evidence for meeting the USM Teaching Standards. This year and next year, the faculty will be revising some of the USM Teaching Standards to align with the language of the InTASC Model Core Standards. This

process will require us to review the revised standards in relationship to the expectations for the shared assessments.

Program and intern data are reported annually to TEAC. Progress toward goals set in the 2009 accreditation cycle are addressed. New annual goals and/or implications for practice are identified. A full self-study of program and intern data is being conducted spring-summer, 2013, for the TEAC inquiry brief that is due for our 2014 accreditation visit. Through this self-study process, the faculty make claims about our graduates, support them with data, and conduct a thorough audit of the program inputs and processes that lead to student outcomes.