

Assessment of Student Learning Plan (ASLP): Undergraduate Teacher Education

2016-17 Academic Year

A. College, Department, Date

College College of Management and Human Service, SEHD
Department Teaching and Learning
Date May 31, 2017

B. Contact Person for the Assessment Plan

Name and title Jean Whitney, Undergraduate Teacher Education coordinator

C. Degree Program

Name of Degree Program Undergraduate Teacher Education (note this is not a degree program, but a concentration)

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. *Do you have your student learning outcomes published on your department's*

website? No

i. *If yes, please indicate the url: _____*

ii. *If no, please list 3-5 of the most important student learning outcomes for your program. What will students know by the end of your program?*

- Have a C or better in major coursework and content area coursework
- Have a B or better in education coursework
- Have a cumulative GPA of 3.0 by the time of candidacy
- Have entered and passed the Praxis I or Praxis Core scores by candidacy and have taken Praxis II and had scores reported to USM prior to certification recommendation at end of internship year
- Proficiency on INTASC Teaching Standards and ISTE Technology Standards (see below) by end of internship year.

INTASC Model Core Teaching Standards

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.

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 these aspects of 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.

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.

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.

Standard # 11: Technology Standards for Teachers - (NETS.T, now called ISTE-T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

[http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)

Assessment Resources link: scroll down and select, "Objectives & Outcomes Guidelines" <https://usm.maine.edu/assessment/assessment-resources>

b. Please identify which of your student learning outcome(s) were assessed this past academic year. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s)).

- All of the above learning out comes were assessed this year for students at the candidacy and internship stages of their program.

c. Do you have a matrix or curriculum map showing when your student learning outcomes are assessed and in which courses? *Yes*

i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Not published on Website; Available in Accreditation Document; see below:

TEAC Quality Principle I Components

S: Subject Matter Knowledge L: Learning to Learn

P: Pedagogical Knowledge M: Multicultural Perspectives

C: Caring and Teaching Skill T: Technology

Table D.7 Course Index

Course Number	Course Title	Cr Hrs	B	9 or 13	S	P	C	L	M	T
EDU 305	Foundations of Cultural and Linguistic Diversity	3	X		X		X	X	X	
EDU 220/221	Middle School Community	3	X			X	X	X		X
EDU 320/321	Applied Skills for Teaching and Learning	3	X			X	X	X	X	X
EDU 390	Portfolio Development	3	X			X		X	X	X
EDU 501	Teaching Science 7-12	3		X	X	X	X	X		X
EDU 502	Teaching English 7-12	3		X	X	X	X	X		X
EDU 503	Secondary Foreign Languages Methods	3		X	X	X	X	X	X	
EDU 504	Teaching Social Studies 7-12	3		X	X	X	X	X	X	
EDU 505	Teaching Mathematics K-8	3		X	X	X	X	X		X
EDU 514	Improving Teaching in Content Areas Through Literacy	3		X	X	X	X	X		
EDU 541	Seminar I: Understanding Diversity, Diverse Learners and Equitable Teaching Practices	3		X	X	X	X	X	X	X
EDU 542	Seminar II: Supporting Diverse Learners through Equitable Teaching and Assessment	3		X	X	X	X	X	X	X
EDU 544	Applied Pedagogy	3		X		X	X	X	X	X
EDU 545	Seminar III: Supporting Diverse Learners through Equitable Teaching and Assessment	3		X	X	X	X	X	X	X
EDU 551	Teaching Social Studies K-8	3		X	X	X	X	X	X	X
EDU 552	Teaching Science K-8	3		X	X	X	X	X	X	X
EDU 554 /	Teaching Math 7-12	3		X	X	X	X	X	X	X

MME 554										
EDU 565	Teaching Reading K-8	3		X	X	X	X	X	X	
EDU 566	Teaching Writing K-8	3		X	X	X	X	X	X	
EDU 600	Research Methods & Techniques	3		X				X		X
EDU 613 [MME 512]	Professional Internship in Secondary Education	3-6		X		X	X	X	X	X
EDU 624	Schools and the Classroom	3		X	X			X	X	
EDU 642	Classroom Assessment	3		X	X		X	X		X
EDU 643	Inquiry in Education	3		X	X	X	X	X	X	X
EDU 644	Professional Internship in Elementary Education	3-6		X		X	X	X	X	X
EDU 651	Instructional Strategies	3		X		X	X	X		X
EDU 652 [MME 552]	Curriculum Design	3		X	X	X	X	X	X	X
HRD 200	Multicultural Human Development	3	X				X	X	X	
MME 445	Teaching 7-12 Mathematics in Maine: Curriculum and Capstone Course	3		X	X	X	X	X	X	X

” <https://usm.maine.edu/assessment/assessment-resources>

Step 2: Assessment Methods Selected and Implemented

- a. *Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.*

Direct Measures in Candidacy:

- Have completed or be currently enrolled in:
 - HRD 200, EDU 305, EDU 310, SED 335, and SED 420
- Have a C or better in major coursework and content area coursework
- Have a B or better in education coursework
- Have entered and passed the Praxis I or Praxis Core scores
- Have a cumulative GPA of 3.0 by the time of candidacy
- 3 letters of recommendation
 - 1 from an education professor
 - 1 from a professor in major
 - 1 from a field experience/placement teacher
- Brief essay
- Brief reflection
- Resume
- Interview

All of the above are reviewed by at least two reviewers and documented in Tk20

Direct Measures in Internship:

- Mid-semester (fall) standards review check with site-based supervisor
- End of placement 1 (Dec.) standards review—outcome must demonstrate intern meet at least “Basic” on program-wide standards rubric
- End of placement 2 (May) standards review— outcome must demonstrate intern meet at least “proficient” on program-wide standards rubric
- Lead-teaching Lesson Series (April)— outcome must demonstrate intern meet at least “proficient” on program-wide Unit rubric

All of the above are reviewed and documented in Tk20 (standards review by supervisor and cohort coordinator; unit by Assessment and Planning instructor)

Direct Measures for Certification Recommendation (at program completion)

- In order to be recommended for certification, students must have:
 - Completed prerequisite coursework
 - Taken Praxis II and had scores reported to USM
 - Passed internship
 - Grades finalized in MaineStreet

- All of the above is reviewed and verified by Office of Ed. Prep's certification officer

b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

See above (section a)

Step 3: Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*
- Annual process by faculty committee, review of Tk20 artifacts.
 - We review every year and make minor adjustments. Program changes occur probably every 2 to 3 years in response to student feedback, student performance in Tk20, school partner feedback and changes in the field.
 - Accreditation every seven years
- b. What changes have been or will be made to improve student learning, as a result of using the program assessment results?*
- Modified course delivery to include hyflex (coming fall 2017)
 - Unit rubric review and update (spring, 2017)
- c. Date of most recent program review/self-study?*
- 2015, TEAC Accreditation

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

- No changes since 2015-16

F. Community Engagement Activities in your departmental curriculum:

a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.*

- Successfully complete internship, complete field experiences

b. *Please indicate if any of the community engagement activities listed below are included in your*

program's curriculum, by noting which activities are required or optional for students in your major.

Community Engagement Activity

Required/Optional

Student Research (related to a community-based problem)	R	<input type="radio"/>
Student-Faculty Community Research Project	R	<input type="radio"/>
Internship, or a Field Experience	<input checked="" type="radio"/>	<input type="radio"/>
Independent Study (community-related project)	R	<input type="radio"/>
Capstone Course (community-related project)	<input checked="" type="radio"/>	<input type="radio"/>
Service-Learning (course-based)	<input checked="" type="radio"/>	<input type="radio"/>
Study Abroad, or an International Program	R	<input type="radio"/>
Interdisciplinary Collaborative Project (community related)	R	<input type="radio"/>
Student Leadership Activities (related to a team project)	R	<input type="radio"/>
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	<input type="radio"/>

Other Activities (not mentioned above):

c. *Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.*

All courses have field experiences associated with them