

Assessment of Student Learning Plan (ASLP): Teacher Education

2016-17 Academic Year

A. College, Department, Date

College __College of Management and Human Development_____
Department __Teaching & Learning_____
Date __5/27/17_____

B. Contact Person for the Assessment Plan

Name and title_ *Flynn Ross, ETEP Coordinator*__

C. Degree Program

Name of Degree Program_ *Masters of Science in Education, Teaching and Learning*
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? Yes/No

- i. If yes, please indicate the url: _ Page 6 of Internship handbook for local standards adapted from national standards as required by MDOE Ch 114
<https://usm.maine.edu/sites/default/files/educator-preparation/TeacherEducationInternshipHandbook.pdf>
for national standards
<http://usm.maine.edu/sites/default/files/educator-preparation/InTASC%20Standards%20Updated%20Aug%202016.pdf>

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?**

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).

ETEP is a 9-month certification program so all SLOs are assessed every year – see matrix below

c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes/No**

i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map. – **attached file "ETEP Program Assessment Matrix"**

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. **See internship handbook here paged 8-10.**

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 Field Experience Binders in Tk20 for program assessments aligned with standards and internship course assessment rubric here

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). CAEP Accreditation update filed by Office of Ed Prep

Methods Instructor Meeting March 28, 2016

Internship Coordinators Retreat May 24, and June 5, 2016

Internship rubric review May 30, and June 7, 2016

Tk20 program survey results Office of Ed Prep reviews for CAEP Accreditation

- b. What changes have been or will be made to improve student learning, as a result of using the program assessment results? Distributed assessment system for program portfolio being developed for 207-2018 with assignment rubrics aligned with program standards housed in Tk20 data system.
- c. Date of most recent program review/self-study? 5/26/16 and 6/22/16

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. Creation of distributed assessment system with a course assignment rubric aligned with program standards from each course housed in Tk20. See assessment matrix*

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. For teacher preparation all standards are professional standards aligned with national (INTASC) standards adopted by state Department of Education for initial teacher licensure. These standards are all connected to student teaching/internship in the community.
- b. Please indicate what community engagement activities are included in your program's curriculum, and whether the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	EDU 643	R	O
Student-Faculty Community Research Project	___	R	O
Internship, or a Field Experience	EDU 613/644	R	O
Independent Study (community-related project)	___	R	O
Capstone Course (community-related project)	EDU 643	R	O
Service-Learning (course-based)	___	R	O
Study Abroad, or an International Program	___	R	O
Interdisciplinary Collaborative Project (community related)	___	R	O
Student Leadership Activities (related to a team project)	___	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	___	R	O
Other Activities (not mentioned above):			

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

Entry-level courses:

Mid-level courses:

Upper-level courses: EDU 644/613; 643