

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

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College ___ College of Management and Human Development ___
Department ___ Teacher Education Department _____
Date ___ May 31, 2019 _____

B. Contact Person for the Assessment Plan

Name and title ___ Flynn Ross _____

C. Degree Program

Name of Degree Program *Masters of Science in Education –Teaching and Learning*

D. Assessment of Student Learning: Program Assessment

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

- a. Are your student learning outcomes published on your department's website?
Yes/No
 - i. If yes, please provide the url: <https://usm.maine.edu/school-of-education-human-development/learning-outcomes>
 - 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.**

ETEP is a 9-month or 2 year 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 provide the url or attach a copy of the curriculum map.

“ETEP Program Assessment Matrix”

Step 2: Assessment Methods Selected and Implemented

a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

See internship handbook here paged 8-10.

b. Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.

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 (for example, annual discussion by faculty committee, etc.).

a. **CAEP Accreditation update filed by Office of Ed Prep**

b. Internship course student evaluation survey developed and administered by Assessment Office – results being reviewed as a program and individual faculty

c. Department Student Survey Report Fall 17 (n = 4) and Fall 18 (n= 16) 94% very satisfied/satisfied with quality of teaching and advising in program.

- b. Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)
 - a. Supervisor training will be implemented for internship supervisors
 - b. Undergraduates are rolled into site based districts for internship with graduate students for supports and career advising
 - c. Curriculum changes to add EDU 522 and remove EDU 521 or EDU 562 to meet state certification changes

- c. Date of most recent program review/self-study? **CAEP report 4/2019**

E. Other Assessment Activities: Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).

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 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.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O

Capstone Course (community-related project)	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 (e.g., advisory boards, committees, conference presentations)	R	O
Other activities (please list):	R	O

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

Upper-level courses: EDU 543/550/643