

Assessment of Student Learning Plan (ASLP): Teacher Education-Undergrad Program

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, Chair Teacher Education _____

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. 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.**

For students in the final internship year for teacher certification all SLOs are assessed every year – see rubric, candidacy, and field experience binder in Tk20

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.

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

E. Table D.7 Course Index

Course Number	Course Title	Cr Hrs	S	P	C	L	M	T
EDU 100	Exploring Teaching as a Profession	3		X	X	X	X	X
EDU 222	Foundations of Literacy and Language	3	X	X	X	X	X	X
EDU 305	Foundations of Cultural and Linguistic Diversity	3	X		X	X	X	
EDU 310	What is the Purpose of School in a Democracy?	3			X	X	X	
EDU 445	Student Teaching	3		X	X	X	X	X
EDU 390	Portfolio Development	3		X		X	X	X
EDU 501	Teaching Science 7-12	3	X	X	X	X		X
EDU 502	Teaching English 7-12	3	X	X	X	X		X
EDU 503	Secondary Foreign Languages Methods	3	X	X	X	X	X	
EDU 504	Teaching Social Studies 7-12	3	X	X	X	X	X	
MME 400	Teaching Mathematics K-8	3	X	X	X	X		X

EDU 414	Improving Teaching in Content Areas Through Literacy	3	X	X	X	X		
EDU 442	Seminar I: Understanding Diversity, Diverse Learners and Equitable Teaching Practices	3	X	X	X	X	X	X
EDU 451	Teaching Social Studies K-8	3	X	X	X	X	X	X
EDU 452	Teaching Science K-8	3	X	X	X	X	X	X
EDU 554	Teaching Math 7-12	3	X	X	X	X	X	X
EDU 465	Teaching Reading K-8	3	X	X	X	X	X	
EDU 466	Teaching Writing K-8	3	X	X	X	X	X	
HRD 200	Multicultural Human Development	3			X	X	X	
SED 335	Students with Exceptionalities	3		X	X	X	X	
SED 420	Multi-Tiered Systems of Educational Support	3		X	X	X		

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.)

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; 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 = 6) 84% 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 222 and remove EDU 310 to meet state certification changes
 - d. Reviewing returning to 6 credits internship and 6 credits planning and assessment to align with grad program as see gap in student understanding of planning and assessment in fall of internship year (course sequence prior to 2017-2018)

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

F. 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	<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 (e.g., advisory boards, committees, conference presentations)	R	<input type="radio"/>
Other activities (please list):	R	<input type="radio"/>

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

Entry-level courses: EDU 100, 222, Mid-level courses: EDU 310, SED 335 Upper-level courses: EDU 445