UNIVERSITY OF SOUTHERN MAINE

Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College   __College of Management and Human Services

Department   **Teacher Education**

Degree Program __MSED- MTL – ETEP

Contact Person for the Assessment Plan: __Flynn Ross

Current Date: __6/1/20____

List the date of the most recent academic program review/self-study:

*current – CAEP accreditation site visit fall 2021

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan?   **__Yes   _X__No**

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

 *(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

   Faculty are dedicated to ensuring that USM's teacher candidates have the knowledge, skills and dispositions to teach in the increasingly diverse and demanding schools of today. We are

committed to providing our teacher candidates, whether undergraduate or graduate, simultaneous classroom or community experiences and course work that help them connect the theories and research of education with the everyday work with students in K-12 schools.

Through our academic requirements, we ensure that our teaching candidates have a solid knowledge base in the subjects they plan to see, and understand the diverse ways students learn. We work closely with practicing administrators and teachers in partner schools to place our teaching candidates in the collaborative, professional environments that allow them to observe and reflect on excellent teaching. In university classes, USM teaching candidates work together with fellow teaching candidates in teaching cohorts to share and challenge ideas. Through all of these experiences, USM teaching candidates come to understand the complexities and joys of teaching.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

Teacher Education programs serve the northern New England region by preparing high quality teachers through year-long internships in partnership with our local school districts. Faculty research is about high quality teacher preparation and diversifying the teacher workforce. Graduate students engage in action research in their own classrooms for the capstone course for the MSEd – MTL.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.
https://usm.maine.edu/catalogs/2019-20/extended-teacher-education-program-etep-overview

Equity Framework For Teacher Educators and Intern Teachers

Definition: Equity means that

- All students are sufficiently supported, as needed, in their paths to success
- No student is denied educational opportunities based on assumptions about his or her race, cultural and ethnic heritages, gender, class, abilities, or other aspects of diversity
- Teachers develop a climate of mutual understanding, celebration, and positive response inclusive of all individuals and worldviews

Understandings: In order to realize equity, we must understand that

- Each person has cultural identities and intelligences that are multi-dimensional and dynamic
- Each person brings valuable learning strengths and experiences to the classroom and these, rather than perceived deficits, are the best source for further learning
- Motivation and academic success depend upon feeling safe and cared for, and having a sense of belonging
- Empathetic relationships with others is a necessary foundation for healthy learning communities
- There are inequities and power differences in our society that are often mirrored in the norms and practices of our schools and classrooms

Practices: Based on these understandings, we seek to engage our students by

- Understanding ourselves as cultural beings so that we can understand others in the same way
- Knowing our students well, identifying and celebrating their identities, cultural backgrounds, intelligence strengths, preferred learning modalities, and aspirations
- Assessing students' knowledge, skills, and dispositions in order to be responsive to learners' needs and give formative feedback
- Providing challenging work for all students with levels of support as needed
- Fostering classroom environments where all students feel safe, cared for, and a sense of belonging
- Contextualizing lessons and units using student interests and strengths and the experiences and skills they bring from home and community
- Applying the principles of universal design for learning and strategies for differentiated learning in our planning and instruction
- Modeling the behaviors that we expect of our students
- Inquiring into our own practices and reflecting upon equity implications for our students
- Examining and addressing the structures and codes of power in our schools and classrooms
- Advocating for the fair and equitable treatment of our students
- Collaborating with partner schools to focus attention on issues of equity

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

    a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

        https://usm.maine.edu/school-of-education-human-development/learning-outcomes

b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.   **See attached**

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

      i. All outcomes are assessed on a yearly basis.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

Check Assessment Methods Used this Academic Year	*When Implemented*		
__Artistic Exhibition/Types of Performance	Fall	Spring	Summer
__Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
__Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
__Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
__Exit Exam (created by department or program)	Fall	Spring	Summer
__Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
__Employer meetings/discussions on student outcomes	Fall	Spring	Summer
__Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
__Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
__Oral Performance/conference presentation	Fall	Spring	Summer
__Portfolio of student work	Fall	Spring	Summer
__Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
__Research Papers (used for course & program assessment)	Fall	Spring	Summer
__Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
__Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
__Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
__Other: please explain			

(Highlighted "When Implemented" selections: Class assignments/Exams/Papers — Fall, Spring; Comprehensive or licensure exam — Fall, Spring; Internship/Fieldwork — Fall, Spring; Portfolio of student work — Fall, Spring; Supervisor/Employer Evaluation — Fall, Spring)

b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

In internships, EDU 445/543/550 all 10 Maine Teaching Standards and ISTE tech standard are assessed on annual basis with student self assessment in Aug, formative standards review with mentor teacher and supervisor in Oct, end of placement summative review in Dec and program summative review with recommendation for teacher certification in May. This is all documented in Tk20 Field Experience Binder (FEB).

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

Awaiting report from Tk20 for CAEP review.

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Students are progressing and we have a process with action plans to council out students who are not progressing.

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

_X_Program instructors/faculty
__Faculty committee
__Ad hoc faculty group
_X_Dept Chair/Program Director/Dean
__Faculty advisor
__Students (assistants, interns)
__Other: please explain

b. How did they evaluate, analyze, or interpret those results? (check all that apply)

      _X_ Used a rubric or scoring guide(s) for an assignment, paper, etc.
      __ Scored exams/tests/quizzes
      __Used professional judgments (no rubric or scoring guide)
      __Compiled or reviewed survey results
      __Reviewed qualitative methods (interviews, focus groups, open-ended   responses)
      _X_External organization scored/analyzed data (licensure, comp exams)
      __Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

      _X_Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)

      _X_Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)

      __Course pedagogy changes (teaching)

      __Personnel or resource allocation changes

      __Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)

      __Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)

      _X_Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)

      _X_Results indicated no action needed, students met expectations

      __Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.

Developed Elementary Education major to address need to focus on educating the whole child K-6 and need for broad liberal arts knowledge base. Increased the math credits to 12 for elem ed major. Reviewing need for instruction in planning and assessment for undergraduate pathway students with plan in elem ed to add EDU 546/547 year long cohort based sequence aligned with internship.

e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

Elem Ed Major awaiting final approval from BOT, already in catalog.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

For CTEL Brightspace department workgroup this summer working to get shared rubrics aligned with INTASC outcome standards to share across courses. CAEP standards are currently loaded in Brightspace but they are program accreditation standards and what is needed are the INTASC student outcome standards.

Curriculum Assessment Map of Student Learning Outcomes –**Teacher Education**

Curriculum Map	Required Courses- Used for Assessing Program-Level Student Learning Outcomes				
Program-Student Learning Outcomes	**EDU 100/310**	**EDU 465/466/ 565/566**	**EDU 451/452 551/552 MME400/ EDU 505**	**EDU 501/502/503/ 504/554**	**EDU 222/522**
Standard #1: Learner Development					
Standard #2: Learning Differences	Introduced & Practiced	Reinforced			Introduced
Standard #3: Learning Environments					
Standard #4: Content Knowledge		Introduced & Practiced	Introduced & Practiced	Introduced & Practiced	Introduced
Standard #5: Application of Content		Introduced & Practiced	Introduced & Practiced	Introduced & Practiced	
Standard #6: Assessment		Reinforced	Reinforced		
Standard #7: Planning for Instruction	Introduced & Practiced	Reinforced	Reinforced		
Standard #8: Instructional Strategies		Introduced & Practiced	Introduced & Practiced		
Standard #9: Professional Learning and Ethical Practice	Introduced & Practiced				
Standard #10: Leadership and Collaboration					
Standard #11: ISTE Technology Standards for Teachers		Reinforced	Reinforced		

Curriculum Map	Required Courses- Used for Assessing Program-Level Student Learning Outcomes				
Program-Student Learning Outcomes	EDU 514 & 562	SED 335/540	SED 420/520	EDU 443/546/547	EDU 445/543/550 Internship Course
Standard #1: Learner Development		Introduced	Reinforced	**Class Learning Profile/Content Readiness & Teaching Unit**	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #2: Learning Differences	Introduced	Introduced	Introduced & Practiced	**Class Learning Profile/Content Readiness & Teaching Unit**	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #3: Learning Environments		Introduced	Tier I Project	**Teaching Unit**	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #4: Content Knowledge				Reinforced	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #5: Application of Content				Reinforced	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #6: Assessment				**Teaching Unit**	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #7: Planning for Instruction				**Teaching Unit**	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #8: Instructional Strategies	Introduced & Practiced			Reinforced	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #9: Professional Learning and Ethical Practice				**Teaching Unit**	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #10: Leadership and Collaboration				Reinforced	**Internship Standards Review self-assessment, supervisor, and faculty**
Standard #11: ISTE Technology Standards for Teachers				**Teaching Unit**	**Internship Standards Review self-assessment, supervisor, and faculty**