CSU PUEBLO	2024 Academic Program Assessment Report Education Minor	Program current assessment plan here: Program prior assessment report here:	https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/education-minor-assessment-plan- 2020.pdf https://www.csupueblo.edu/assessment-and-student-learning/_doc/2023/teacher-ed-minor-assessment-report-2023.pdf
Report Completed By:	Jeff Piquette		
Date Report Completed:	May 31, 2024		
Faculty members involved in this Assessment:			
Brief Statement of Program Mission and Goals:		community of learners and develop professional ce, and promote academic excellence through im	

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including

A. Your program SLOs are	B. When was this SLO	C. What method was	D. Who was	E. What is the	F. What were the results of the	G. What were the	H. What
pasted here verbatim from	last reported on prior	used for assessing the	assessed? Please	expected proficiency	assessment? (Include the	department's conclusions	changes/improvemen
your assessment plan. Please	to this cycle?	SLO? Please include a	fully describe the	level and how many or	proportion of students meeting	about student	ts to the program are
enter info in columns B-H only	(semester and year)	copy of any rubrics	student group(s) and	what proportion of	proficiency.)	performance?	planned based on this
for those assessed during this		used in the	the number of	students should be at			assessment?
annual cycle.		assessment process.	students or artifacts	that level?			
			involved (N).				

1. Uses democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation	All SLOs are assessed each year	Program rubrics used by faculty to assess performance would take up over 50 pages of space so are not included. Complete. performance rubrics are	All students completing the Education minor for the current academic year; first year teachers from the previous academic year.	, °	a) 98% of all completers (n = 48) had ratings of 3.0 or higher on applicable program goals. This means that 1 of 48 had an average score below 3.0. The average for the entire group across applicable standards was 3.31. We got very close to meeting	In general, our graduates appear to be obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. Having just one individual not make the	None for this SLO.
		available on the SoE web site. here.		licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00	both expectations. b) All completers passed their required Praxis exams. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.45 (on a scale of 1- 4).	cut on just one score is not cause for much alarm. This SLO is about managing classrooms and is always difficult to yield higher ratings because of a general lack of experience.	
2. Creates learning experiences that make content knowledge accessible, exciting, and meaningful for all students.	All SLOs are assessed each year	Program rubrics used by faculty. In assess performance would take up over 50 pages of space. so are not included. Complete. performance rubrics are. available on the SoE web site. here.	All students completing the Education minor for the current academic year; first year teachers from the previous academic year.	a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00	that 1 had an average score below 3.0. The average for the entire group across applicable standards was 3.26. We got very close to meeting both	obtaining the necessary knowledge and skills to not only meet our program SLOs, but also to be effective in the field. The individual who did not have high enough averages were very close. Their lower ratings were both just below 3 (2.75, the next lowest rating because we only work in quarter points). This often happens because our standards demand that all teachers are teachers of literacy and math. Some majors do not emphasize this as much and so candidates have a hard time scoring proficient ratings on them. This SLO is also about overall content knowledge, so if there are any gaps, it could lead to less than proficient ratings. The number of students who did meet the standard is smaller than last year, sow are pleased with the result, even though it was our lowest overall	We have already added a course on the science of reading to our curriculum and also revamped the literacy classes to better align with the READ Act. However, we will continue to revise our curriculum based on a recent reauthorization report to emphasize this even more. Our processes are just slower than in K-12. Our candidates will not be required to take these courses for a couple more years because of how the catalog works, but we are advising everyone to take the courses now. It will take a bit of time to get everyone trained before this stops being an issue, probably. We continue to make progress, so we feel good about the changes already made. Feedback on the new course has been excellent. We will see how next year's candidates perform on this.

3. Creates a learning community in which	All SLOs are assessed each year	Program rubrics used by faculty	All students completing the	Expectations include all of the	a) 100% of all completers (n = 48) had ratings of	In general, our graduates appear to be	None for this SLO.
individual differences are respected,	All SLOS are assessed each year			following:	3.0 or higher on applicable program goals. The	obtaining the necessary knowledge and	None for this SLO.
appreciated, and celebrated.			academic year; first year	· ·	average for the entire group across applicable	skills to not only meet our program SLOs,	
appreciated, and celebrated.		so are not included. Complete				but also to be effective in the field. This	
			teachers from the previous academic year.	receive overall ratings of 3.00 or	standards was 3.32. We met both expectations! b) All completers passed their required Praxis	SLO is about creating learning	
			academic year.	higher on program goals		° °	
		available on the SoE web site		(averages of individual standards	exams. The program uses 3 statistics to track	communities that value diversity. We	
		here.		for each goal) and avg. ratings by	student progress: 1) the overall pass rate (average	teach this in every course and so are glad	
				the entire group should be >3.00,	score for all takers; since some students take the	that program completers were rated so	
				b) 100% of program completers	test more than once, repeated takers can skew	highly on this goal.	
				and >80% of individual students	results), 1st time pass rate (average score for each		
					student the first time the test was taken), and last		
				licensure exam (Praxis) receive	time pass rate (average score of students using the		
				passing scores; and	last test rather than first test taken). Averages for		
				c) >80% of graduates and their	test administrations were 78% (overall), 83% (1st),		
					and 88% (last). These pass rates are higher than		
				performance are proficient (3.00	previous years.		
					c) Supervisor and principal ratings of first-year		
				evaluations of all standards for	elementary teachers were all above 3.00 across all		
				the group after one year of	standards with an average of 3.28 (on a scale of 1-		
				teaching.	4). Valuing individual differences was a solid skill of		
					these first-year teachers.		
4. Ensures, through the use of standards and	All SLOs are assessed each year	Program rubrics used by faculty	All students completing the	Expectations include all of the	a) 96% of all completers (n = 48) had ratings of 3.0	In general, our graduates appear to be	None for this SLO.
informal and formal assessment activities, the	All DEOS die dissessed eden year	,,,					
				Ifollowing:	or higher on applicable program goals. This means	obtaining the necessary knowledge and	
				following:	or higher on applicable program goals. This means	obtaining the necessary knowledge and	
continuous development of all learners.		take up over 50 pages of space	academic year; first year	a) all program completers should	that 2 of 48 had an average score below 3.0. The	skills to not only meet our program SLOs,	
		take up over 50 pages of space so are not included. Complete	academic year; first year teachers from the previous	a) all program completers should receive overall ratings of 3.00 or	that 2 of 48 had an average score below 3.0. The average for the entire group across applicable	skills to not only meet our program SLOs, but also to be effective in the field. The	
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		take up over 50 pages of space. so are not included. Complete performance rubrics are available on the SoE web site	academic year; first year teachers from the previous academic year.	a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.0.0, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors' principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for	that 2 of 48 had an average score below 3.0. The average for the entire group across applicable standards was 3.38. We got very close to meeting both expectations. b) All completers passed their required Praxis exam. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years.	skills to not only meet our program SLOs, but also to be effective in the field. The individuals who did not have high enough averages were both from PE. Perhaps they did not have opportunities to demonstrate their skills because of the unique nature of their placements. Unfortunately, we do not know this for sure. This SLO is about assessment and being able to assess in a variety of ways. The good news is that our average rating is better than last year, so we are not	
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		take up over 50 pages of space. so are not included. Complete performance rubrics are available on the SoE web site	academic year; first year teachers from the previous academic year.	a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 or bald avg. fatings are >3.00 the group after one year of	that 2 of 48 had an average score below 3.0. The average for the entire group across applicable standards was 3.38. We got very close to meeting both expectations. b) All completers passed their required Praxis exam. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all	skills to not only meet our program SLOs, but also to be effective in the field. The individuals who did not have high enough averages were both from PE. Perhaps they did not have opportunities to demonstrate their skills because of the unique nature of their placements. Unfortunately, we do not know this for sure. This SLO is about assessment and being able to assess in a variety of ways. The good news is that our average rating is better than last year, so we are not	
		take up over 50 pages of space. so are not included. Complete performance rubrics are available on the SoE web site	academic year; first year teachers from the previous academic year.	a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 or bald avg. fatings are >3.00 the group after one year of	that 2 of 48 had an average score below 3.0. The average for the entire group across applicable standards was 3.38. We got very close to meeting both expectations. b) All completers passed their required Praxis exam. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards in this case. On another positive note,	skills to not only meet our program SLOs, but also to be effective in the field. The individuals who did not have high enough averages were both from PE. Perhaps they did not have opportunities to demonstrate their skills because of the unique nature of their placements. Unfortunately, we do not know this for sure. This SLO is about assessment and being able to assess in a variety of ways. The good news is that our average rating is better than last year, so we are not	
		take up over 50 pages of space. so are not included. Complete performance rubrics are available on the SoE web site	academic year; first year teachers from the previous academic year.	a) all program completers should receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 or bald avg. fatings are >3.00 the group after one year of	that 2 of 48 had an average score below 3.0. The average for the entire group across applicable standards was 3.38. We got very close to meeting both expectations. b) All completers passed their required Praxis exam. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards in this case. On another positive note, the overall average rating was 3.21 (on a scale of 1-	skills to not only meet our program SLOs, but also to be effective in the field. The individuals who did not have high enough averages were both from PE. Perhaps they did not have opportunities to demonstrate their skills because of the unique nature of their placements. Unfortunately, we do not know this for sure. This SLO is about assessment and being able to assess in a variety of ways. The good news is that our average rating is better than last year, so we are not	

5. Constructs and uses pedagogy to maximize	All SLOs are assessed each year	Program rubrics used by faculty	All students completing the	Expectations include all of the	a) 96% of all completers (n = 48) had ratings of 3.0	In general, our graduates appear to be	Regardless of what cased the
the intellectual, social, physical, and moral		to assess performance would	Education minor for the current	following:	or higher on applicable program goals. This means		lower rating on social-emotional
development of all students.		take up over 50 pages of space		a) all program completers should	that 2 of 48 had an average score below 3.0. The		techniques, we have decided to
		so are not included. Complete	teachers from the previous	receive overall ratings of 3.00 or	average for the entire group across applicable	but also to be effective in the field. The	enhance the training students
		performance rubrics are		higher on program goals	standards was 3.18. We got very close to meeting		will get in our ED 412 course. All
		available on the SoE web site		(averages of individual standards	both expectations.	averages were rated lower because of	licensure students take this
		here.		for each goal) and avg. ratings by	b) All completers passed their required Praxis	, v	course, so hopefully it will help
				the entire group should be >3.00,	exam. The program uses 3 statistics to track	with students. The overall average for it	prepare them for this need.
				b) 100% of program completers	student progress: 1) the overall pass rate (average	was 2.68. This was the lowest average	
				and >80% of individual students	score for all takers; since some students take the	across the minor program. We are not	
				during the year who took the state	test more than once, repeated takers can skew	sure that our students are any less	
				licensure exam (Praxis) receive	results), 1st time pass rate (average score for each	prepared than they have ever been, but	
				passing scores; and	student the first time the test was taken), and last	because it was a higher need, students	
				c) >80% of graduates and their	time pass rate (average score of students using the	· · · ·	
				supervisors'/ principals' ratings of	last test rather than first test taken). Averages for	were rated tower.	
				performance are proficient (3.00	test administrations were 78% (overall), 83% (1st),		
					and 88% (last). These pass rates are higher than		
				evaluations of all standards for	previous years.		
				the group after one year of	c) Supervisor and principal ratings of first-year		
				teaching.	elementary teachers were all above 3.00 across all		
				teaching.			
					standards in this case. On another positive note,		
					the overall average rating was 3.33 (on a scale of 1-		
					4).		
6. Is a reflective decision maker, incorporating	All SLOs are assessed each year	Program rubrics used by faculty	All students completing the	Expectations include all of the	a) 100% of all completers (n = 48) had ratings of	In general, our graduates appear to be	None for this SLO.
understandings of educational history,		to assess performance would	Education minor for the current		3.0 or higher on applicable program goals. The	obtaining the necessary knowledge and	
philosophy, and inquiry, as well as the values		take up over 50 pages of space	academic year; first year	a) all program completers should	average for the entire group across applicable	skills to not only meet our program SLOs,	
of the democratic ideal.		so are not included. Complete		receive overall ratings of 3.00 or	standards was 3.38 - the highest rated goal area!	but also to be effective in the field. This	
		performance rubrics are		higher on program goals	We met both expectations!	SLO is about reflective practice and	
		available on the SoE web site	· · · · · · · · · · · · · · · · · · ·	(averages of individual standards		implementing the Democratic Ideal. This	
		here.		for each goal) and avg. ratings by	exams. The program uses 3 statistics to track	was a goal that we worked hard to	
				the entire group should be >3.00,	student progress: 1) the overall pass rate (average	improve in previous cycles, so it is nice to	
				b) 100% of program completers	score for all takers; since some students take the	see it at a high level again for a while.	
				and >80% of individual students	test more than once, repeated takers can skew	see it at a high tevet again for a white.	
				during the year who took the state	results), 1st time pass rate (average score for each		
				licensure exam (Praxis) receive	student the first time the test was taken), and last		
				passing scores; and	time pass rate (average score of students using the		
				passing scores; and c) >80% of graduates and their	time pass rate (average score of students using the last test rather than first test taken). Averages for		
				passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st),		
				passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than		
				passing scores; and c) >80% of graduates and their supervisors'/ principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years.		
				passing scores; and c) >80% of graduates and their supervisors? principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year		
				passing scores; and c) >80% of graduates and their supervisors' principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all		
				passing scores; and c) >80% of graduates and their supervisors? principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.28 (on a scale of 1-		
				passing scores; and c) >80% of graduates and their supervisors' principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.28 (on a scale of 1- 4). Reflective practice was a solid skill of these first-		
				passing scores; and c) >80% of graduates and their supervisors' principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.28 (on a scale of 1-		
				passing scores; and c) >80% of graduates and their supervisors' principals' ratings of performance are proficient (3.00 or >) and avg. ratings are >3.00 on evaluations of all standards for the group after one year of	time pass rate (average score of students using the last test rather than first test taken). Averages for test administrations were 78% (overall), 83% (1st), and 88% (last). These pass rates are higher than previous years. c) Supervisor and principal ratings of first-year elementary teachers were all above 3.00 across all standards with an average of 3.28 (on a scale of 1- 4). Reflective practice was a solid skill of these first-		

7. Creates communities of learning by working	All SLOs are assessed each year	Program rubrics used by faculty	All students completing the	Expectations include all of the	a) 100% of all completers (n = 48) had ratings of	In general, our graduates appear to be	None for this SLO.
collaboratively with colleagues, families, and	Au SLOS die assesseu edcit year			following:	3.0 or higher on applicable program goals. The	obtaining the necessary knowledge and	None for this alo.
other members.			academic year; first year	, end and a second s	average for the entire group across applicable	skills to not only meet our program SLOs,	
other members.		so are not included. Complete	teachers from the previous	receive overall ratings of 3.00 or	standards was 3.12. We met both expectations!	but also to be effective in the field. This	
		performance rubrics are		higher on program goals	b) All completers passed their required Praxis	goal is about collaboration. It was an area	
		available on the SoE web site	academic year.		exams. The program uses 3 statistics to track	of lower ratings last year, so we were	
		here.		for each goal) and avg. ratings by	student progress: 1) the overall pass rate (average	pleased to have it come back to a more	
		nere.			score for all takers; since some students take the	normal state. We thought it might be a	
				b) 100% of program completers	test more than once, repeated takers can skew	product of the pandemic, and the results	
				and >80% of individual students			
					results), 1st time pass rate (average score for each student the first time the test was taken), and last	here seem to support that assertion.	
				licensure exam (Praxis) receive	time pass rate (average score of students using the		
				passing scores; and	last test rather than first test taken). Averages for		
				c) >80% of graduates and their	test administrations were 78% (overall), 83% (1st),		
					and 88% (last). These pass rates are higher than		
					previous years.		
					c) Supervisor and principal ratings of first-year		
				evaluations of all standards for	elementary teachers were all above 3.00 across all		
				the group after one year of	standards with an average of 3.28 (on a scale of 1-		
				teaching.	4). Collaboration was a solid skill of these first-year		
				teaching.	teachers.		
					leachers.		
8. Models the professional and ethical	All SLOs are assessed each year	Program rubrics used by faculty	All students completing the	Expectations include all of the	a) 100% of all completers (n = 55) had ratings of	Goal 8 is usually the highest rated area.	None for this SLO.
responsibilities of the education profession.		to assess performance would	Education minor for the current		3.0 or higher on applicable program goals. The	Averages were actually down a bit this	
			Europation internet and outrone	iono inigi			
		take up over 50 pages of space	academic year: first year	a) all program completers should	average for the entire group across applicable	year, even though we still met	
					average for the entire group across applicable standards was 3.46 - the second highest rated goal	year, even though we still met	
		so are not included. Complete	teachers from the previous	receive overall ratings of 3.00 or	standards was 3.46 - the second highest rated goal	expectations. It is very important and we	
		so are not included. Complete performance rubrics are	teachers from the previous	receive overall ratings of 3.00 or higher on program goals	standards was 3.46 - the second highest rated goal area! We met both expectations!	expectations. It is very important and we take pride in the fact that our program	
		so are not included. Complete	teachers from the previous	receive overall ratings of 3.00 or higher on program goals (averages of individual standards	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis	expectations. It is very important and we take pride in the fact that our program completers show a high degree of	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track	expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous academic year.	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00,	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track student progress: 1) the overall pass rate (average	expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous academic year.	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track	expectations. It is very important and we take pride in the fact that our program compiteers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors and principals see it and acknowledge it	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous academic year.	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew	expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous academic year.	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the	expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors and principals see it and acknowledge it as well. There were more comments about work ethic and morate/attitude	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous academic year.	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each	expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors and principals see it and acknowledge it as well. There were more comments	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous academic year.	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last	expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors and principals see it and acknowledge it as well. There were more comments about work ethic and morale/attitude than we usually see, but we are not going	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous academic year.	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the	expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors and principals see it and acknowledge it as well. There were more comments about work ethic and morale/attitude than we usually see, but we are not going to change anything until we know if this is	
		so are not included. Complete performance rubrics are available on the SoE web site	teachers from the previous academic year.	receive overall ratings of 3.00 or higher on program goals (averages of individual standards for each goal) and avg. ratings by the entire group should be >3.00, b) 100% of program completers and >80% of individual students during the year who took the state licensure exam (Praxis) receive passing scores; and c) >80% of graduates and their supervisors' principals' ratings of	standards was 3.46 - the second highest rated goal area! We met both expectations! b) All completers passed their required Praxis exams. The program uses 3 statistics to track student progress: 1) the overall pass rate (average score for all takers; since some students take the test more than once, repeated takers can skew results), 1st time pass rate (average score for each student the first time the test was taken), and last time pass rate (average score of students using the last test rather than first test taken). Averages for	expectations. It is very important and we take pride in the fact that our program completers show a high degree of professionalism and love for teaching. It is even more powerful when supervisors and principals see it and acknowledge it as well. There were more comments about work ethic and morale/attitude than we usually see, but we are not going to change anything until we know if this is a trend that dips below the standards we	
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Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
 Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners. 	2022-2023	Watch how assessment goes, especially for music students in the minor during their student teaching term.	We didn't change anything, but wanted to see if it was just an anomaly with particular students/supervisors. That was our suspicion.	Ratings were normal this year and are no longer of concern.
6. Is a reflective decision maker, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.	2022-2023	Implement more assignments in key courses that stress reflective practice and implementing the Democratic ideal.	These changes were implemented in the ED 301/560 and ED 485 courses as suggested.	Ratings improved greatly this year and are no longer of concern.
 Creates communities of learning by working collaboratively with colleagues, families, and other members. 	2022-2023	Be sure that student teachers are effectively using community resources in their curriculum and instruction	The Director of Student Teaching made sure student teaching supervisors were requiring students to use community resources	Ratings improved greatly this year and are no longer of concern.

Comments on part II: