

Program: Teacher Education ProgramDate: June 22, 2012Completed by: Victoria Marquesen

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assess.plan.	B. When was this SLO last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
All SLOs were assessed in 2011-2012.	2010-2011 (all SLOs are assessed each year)	See Methods Table 1 (below); Performance rubrics are available on the TED web site at http://ceeps.colostate-pueblo.edu/TEP/StandardsAndGoals/Pages/default.aspx .	All students admitted to TED, 2011-2012; all students completing TED, 2011-2012; first year teachers in 2010-2011 (grads in 2009-2010)	Benchmarks include all of the following a) all program completers should receive ratings of 3.00 or higher on assessments of performance on all program standards and avg. ratings by the group should be >3.00, b) 100% of program completers and >80% of first time takers receive passing scores on licensure exams, and c) >80% of	In general, results indicated that a) >95% received proficient ratings; mean ratings were always above 3.00; however, mean ratings for program completers as well as ratings of graduates' supervisors were lowest for standards focusing on classroom management; b) 100% of program completers had passing scores (but 80% in each area	Although mean ratings always showed student proficiency was above 3.00 across all standards, disaggregating this information did indicate strengths and weaknesses within particular groups and teaching areas (see table 1).	(See below: H).

				<p>graduates' own evaluations and those of their supervisors/ principals were proficient (3.00 or >); avg. ratings for the group would be >3.00 after one year of teaching.</p>	<p>didn't pass their exams); and c) mean ratings for graduates' performance were at or above 3.00. (see table 1); and d) Colorado has changed its K-12 standards, and there is a need to review program content to ensure curriculum and assessment alignment.</p>		
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Comments:

The program has identified 8 goal areas that summarize the SLOs for all teacher education candidates. Within each of these goal areas are 5-11 more program standards, aligned with the Colorado Standards, as well as the standards of professional and learned societies, and performance on the standards is the crucial level of assessment in terms of student outcomes, not program goals. Teacher Education has developed rubrics (available at <http://ceeps.colostate-pueblo.edu/TEP/StandardsAndGoals/Pages/default.aspx>) that outline in considerable detail the specific criteria and dimensions of performance that define outcomes required for each standard. Also included on the rubrics are benchmarks for performance at three different points in the program – admission to education, admission to student teaching, and program completion. Ratings based on this evidence are completed by faculty using a scale of 1-4, with a rating of 3.00 an indication of “proficient” on a standard. Formal evaluations are conducted and recorded for each student at admission to education and program completion based on multiple types and sources of evidence.

Table 1. 2012 TEP Assessment

TEP Goal Area	Program Standards	Measures/Tools	Major Results
<i>Goal 1: Uses democratic principles to create communities of learners that assure positive social interactions, collaboration, and cooperation</i>	1.1-1.5	<ul style="list-style-type: none"> Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	Although the mean ratings for program completers and graduates were above the benchmark of 3.00 (proficient), ratings in this area were the lowest; 10/95 or 11% of 2011 program completers did not meet proficiency on one or more standards; 27% of graduates reported this was their weakest teaching area. K-12 student teachers overall received lowest ratings (mean 3.44) and secondary student teachers the highest (mean rating of 3.62)
<i>Goal 2: Creates learning experiences that make content knowledge accessible, exciting, and meaningful for all students.</i>	K-12 Literacy: 2.1-2.5 Mathematics: 2.6, 2.7 Knowledge of Content: 2.8-2.11	<ul style="list-style-type: none"> <i>Proficiency Profile (PP)</i> Faculty Recommendations Field Experience Teacher Evaluations GPA in math, composition, and speech courses Cumulative GPA at admission GPA in major at admission to student teaching Licensure Exam Scores Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	<p><u>At admission to education:</u> <i>Strengths</i> - When compared to junior students at regional comprehensive institutions nationally, TEP students scored within the average range (within the SEM for each subtests and for overall performance) on the <i>PP</i>. Cum GPA (3.180) is above the GPA required (2.6) and 100% of students had GPA in skills courses and recs. concerning skills that met benchmark. <i>Weakness</i> – <i>PP</i> scores in 2011 (as in 2010) show a decline from previous years. Though this may be due to decline in degree plus students, it is a concern.</p> <p><u>At admission to student teaching:</u> in 2011, 100% of program completers passed their licensure exams; however, differences existed across programs, overall pass rates included Art (31%), El Ed (81%), English (55%), Math, (75%), Music (40%), PE (69%), Science (100%), Social Studies, (62%), Spanish (100%). Some areas had few students and a number of repeat failers (art, English, e.g.).</p>

Table 1. 2012 TEP Assessment

TEP Goal Area	Program Standards	Measures/Tools	Major Results
<i>Goal 3: Creates a learning community in which individual differences are respected, appreciated, and celebrated.</i>	3.1-3.8	<ul style="list-style-type: none"> Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	Overall mean ratings of student teachers ranged from 3.40 to 3.62 for standards in this area. Among different student groups, elementary education students scored the highest on all standards in Goal 3 with the exception of 3.3 (secondary students scored higher) and K-12 scored the lowest on all standards in this area (still above proficient with ratings of 3.28 [3.6] to 3.59 [3.7]). Although 7 students received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern).
<i>Goal 4: Ensures, through the use of standards and informal and formal assessment activities, the continuous development of all learners.</i>	4.1-4.8	<ul style="list-style-type: none"> Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	With the exception of K-12 students, mean ratings of student teachers exceeded 3.50 for standards in Goal 4. Among different student groups, elementary education students scored the highest on all standards in Goal 4, although a comparison with secondary students indicates these differences are not significant. K-12 students were rated significantly lower overall (though still above proficient with ratings of 3.24 [4.7] to 3.43 [4.2]). Although 6 students received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern).
<i>Goal 5: Constructs and uses pedagogy to maximize the intellectual, social, physical, and moral development of all students.</i>	Pedagogy: 5.1-5.6, 5.10 Technology: 5.7-5.9	<ul style="list-style-type: none"> Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	Mean ratings of student teachers ranged from 3.38 (K-12) to 3.65 (Elementary) for Goal 5 (Secondary students averaged 3.57 for standards in Goal 4. Again, K-12 students scored significantly lower overall (though still above proficient with ratings. Although 10 students received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern).

Table 1. 2012 TEP Assessment

TEP Goal Area	Program Standards	Measures/Tools	Major Results
<i>Goal 6: Is a reflective decision maker, incorporating understandings of educational history, philosophy, and inquiry, as well as the values of the democratic ideal.</i>	6.1-6.5	<ul style="list-style-type: none"> Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	Mean ratings of student teachers ranged from 3.55 (Secondary) to 3.70 (Elementary) for Goal 6 (K-12 students averaged 3.56 for standards in Goal 6). Performance by students on standard 6.1 was highest for all groups (3.63-3.74). No patterns of differences occurred across the 3 groups. Although 6 (5%) students received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern).
<i>Goal 7: Creates communities of learning by working collaboratively with colleagues, families, and other members.</i>	7.1-7.8	<ul style="list-style-type: none"> Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	Mean ratings of student teachers ranged from 3.46 (K-12) to 3.71 (Elementary) for Goal 7 (Secondary students averaged 3.57 for standards in Goal 4. Performance on standard 7.7 was highest for the majority of students (mean ratings ranging from 3.58-3.78). K-12 students scored significantly lower overall than elementary students (though still above proficient with ratings. Although 12 (11%) students received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern).
<i>Goal 8: Models the professional and ethical responsibilities of the education profession.</i>	8.1-8.9	<ul style="list-style-type: none"> Eportfolio Ratings at Admission to Education Faculty and Field Experience Teacher Recommendations Student Teacher Performance Ratings by Supervisors Ratings by Graduates after one year of teaching Ratings by Supervisors after One Year of Teaching 	Mean ratings of student teachers on Goal 8 were the highest for any goal area (ranging from 3.73 [k-12] to 3.82 (Secondary). Average ratings for each group for each standard were all >3.63. Although 15 (13%) students received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern).

Goals for 2012-2013:

1. Improve classroom management content and requirements to meet the needs of preservice teachers.
 - a. Review content and assignments in ED 301 and, succeeding methods courses and student teaching/capstone seminar using current research in field.
 - b. Make revisions to input, rubrics, field experience requirements, and student teaching
2. Revise content in ED 301 and subsequent courses to align with new performance standards for beginning teachers and new K-12 standards.
 - a. Review and strengthen content alignment and expectations relative to 21st Century and Post Secondary Workforce curriculum requirements for teachers with LS faculty from core areas.
 - b. Revise assessment tools.
3. Consult with faculty in Art, Music, and Physical Education to improve pass rates on the licensure exams.
4. Review performance of K-12 students across standards to determine possible needs for changes in program and suggest changes.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Standards 2.10, 2.11, 1nd 8.9 (content standards)	2010-2011	<ol style="list-style-type: none">1. Improve pass rate on the licensure exams (increase participation in preparation workshops, communicate findings to faculty in content areas, improve timing of taking the test – i.e., the practice of taking the tests the first time at the last minute before student teaching).2. Integration of summaries of qualitative information on student performance into assessment in an ongoing manner (to provide a richer context for program evaluation).3. Revised program tools to align with new	<ol style="list-style-type: none">1. Increased participation by students in art; all results communicated Fall & Spring; TEP passed new policy about passing test prior to application for St Tching (currently at TEP Board).2. This did not occur because of time limitations; remains a long term goal.3. Yes; completed.	<ol style="list-style-type: none">1. Will continue to pursue change in admissions policy; pass rates remained fairly stable – all areas with the exception of art, music, and PE have pass rates that meet 75% for students during the year (counting the highest score/each student only once).2. Will continue to work towards action #2.3. Admission ratings of eportfolios indicate improvements in students' understanding and application of new common core/learning and work force standards.

		state standards (lesson plan templates, assessment rubrics in ED 310/560).		
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