

Program: Teacher Education ProgramDate: June 6, 2013Completed 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 (Standards) were assessed in 2012-2013	2011-2012 (all SLOs are assessed each year)	See 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, 2012-2013 all students completing TED, 2012-2013; first year teachers in 2012-2013 (grads in 2011-2012)	Benchmarks include all of the following a) all (100%) 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.) 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 teaching content, particularly literacy and math; 12% of all student teachers were rated below proficient on one	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 table 1.

				<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>or more standards in Goal 2; b) 100% of program completers had passing scores (but 80% in each area didn't pass their exams); and c) mean ratings by graduates' and supervisors performance were at or above 3.00.</p> <p>See table 1 for details.</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 5-10 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. 2012-2013 TEP assessment details

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 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: Strengths</u> - When compared to junior students at regional comprehensive institutions nationally, Fall 2012 TEP students scored higher than the national group for each subtest and for overall performance (454.6 compared to the norm of 444.3) on the PP. Cum GPA (3.424) was above the GPA required (2.6) and 100% of students had GPA in skills courses and recommendation ratings above those required for admission. Note: Spring 2013 grad PP scores were not available yet for this report.</p> <p><u>At admission to student teaching:</u> in 2012-2013, 100% of program completers passed their licensure exams; however, differences existed across programs. The overall pass rates included Art (80%), El Ed (88%), English (50%), Math, (80%), Music (80%), PE (69%), Science (0 takers), Social Studies (44%), Spanish (100%).</p>

Table 1. 2012-2013 TEP assessment details

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 3.48 to 3.67 for standards in this area. Patterns of strengths/weaknesses varied for the 3 groups; for secondary teachers, Goal 3 standards were among the lowest rated of all outcomes, but elementary and K-12 teachers showed strengths/weaknesses within Goal 3 – but never for the same standards. Although 5 (6%) students received ratings <3.00 on one or more standards in this area, the low ratings were across different standards and majors (no pattern), with the exception of one secondary teacher who was not recommended for licensure.
<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 	Mean ratings of student teachers exceeded 3.48 for standards in Goal 4. Among different student groups, elementary education students scored the highest on standards in Goal 4, although a comparison with secondary students indicates these differences are not significant. K-12 students were rated significantly lower overall. For all groups and across all goal areas, performance on standard 4.8 was a strength and performance on standard 4.4 a weakness. Although 9 students (11%) received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern), with the exception of one secondary teacher who was not recommended for licensure.
<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 3.51 (K-12) to 3.63 (El Ed) for Goal 5 (Secondary students averaged 3.59 for standards in Goal 5). Again, K-12 students scored significantly lower overall (though still above proficient with ratings). Across all standards rated, standards 5.9 and 5.10 were weaknesses for students in each group. Although 8 students (10%) received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern), with the exception of one teacher who was not recommended for licensure.

Table 1. 2012-2013 TEP assessment details

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 3.58(Secondary) to 3.74 (Elementary) for Goal 6 (K-12 students averaged 3.62 for standards in Goal 6). Performance by students on standard 6.5 was a strength for all groups (3.64-3.76). Overall, elementary teachers performed higher on standards in Goal 6 than on those in any other goal area. No patterns of differences occurred across the 3 groups. Although 7 (9%) received ratings <3.00 on one or more standards in this area, the low ratings were across different standards and majors (no pattern), with the exception of one secondary teacher who was not recommended for licensure.
<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 3.60 (Secondary) to 3.65 (K-12) to 3.69 (Elementary) for Goal 7. Mean ratings on standards 7.5, 7.6, 7.7, and 7.8 indicate that these were strengths for teachers in all 3 areas (mean ratings all above 3.7). Although 9 (11%) received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and majors (no pattern), with the exception of one secondary teacher who was not recommended for licensure.
<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 3.76 [Secondary] to 3.92 (Elementary). Average ratings for each group for each standard were all >3.65. Although 6 (7%) students received ratings <3.00 in one or more standards in this area, the low ratings were across different standards and both elementary and secondary teachers (no pattern) with the exception of one secondary teacher who was not recommended for licensure.

Goals for 2013-2014:

1. Remaining from 2012-2013: 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. Based on low ratings in many goal areas: Review performance of K-12 students across standards to determine possible needs for changes in program and suggest changes to methods courses.
3. Based on decline in ratings on SLOs in Goal 2, Standards 5.9 and 5.10: Review content in methods courses and suggest changes, including changes in field experiences; update content and requirements in ED 280/520 across all sections.
4. Conduct reliability training among supervisors of student teachers to strengthen reliability of assessment data.

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 1.1-1.5 (content standards)	2012-2013	1. Improve classroom management content and requirements to meet the needs of preservice teachers: review content and assignments in ED 301 and, succeeding methods courses and student teaching/capstone seminar using current research in field; make revisions to input, rubrics, field experience requirements, and student teaching	Yes	Faculty began the review and strengthening of ED 301/560, which includes classroom management content for all students. They reviewed requirements for the ITPA and began discussion of significant revisions to the course. In Fall 2013, all students will complete field experiences at Free/Somerlid and faculty will work with staff to integrate theory to practice (similar to reforms in literacy fieldwork). Changes in

				<p>content also will be implemented in Fall.</p> <p>A review of PSYCH 342 found that the syllabus did not address this content; content overlapped with PSYCH 151 and 251 and much was not related to teaching standards. The faculty is preparing a proposal to eliminate PSYCH 342 as a requirement.</p> <p>Because changes were not implemented for 2012-2013 student teachers, effects of revisions on student teacher/graduate outcomes cannot be evaluated at this time.</p>
		1. Revise content in ED 301 and subsequent courses to align with new performance standards for beginning teachers and new K-12 standards: review and strengthen content alignment and expectations relative to 21 st Century and Post Secondary Workforce curriculum requirements for teachers with LS faculty from core areas; revise assessment tools.	Yes	Revisions completed to courses; syllabi, lesson plan template, and TWWS assignment in student teaching; 100% of students in ED 301/560 and student teachers implemented new requirements in lesson plans and unit plans (TWS) on most recent assessments at admission to education and program completion.
		2. Consult with faculty in Art, Music, and Physical Education to improve pass rates on the licensure exams.	Yes; met in Spring 2013 with members of the Teacher Education board and shared student licensure data from Spring and Fall assessments.	Increased participation by students in art and PE; study group of PE students implemented in Spring 2013; both PE and art scores improved in 2012-2013.