

Early Childhood Assessment Plan

I. Student Learning Outcomes:

The Teacher Education Department uses the Ten Wisconsin Teaching Standards to assess Teacher Education majors. These learner outcomes prescribe required competencies for teacher certification.

Wisconsin Standards for Teacher Development and Licensure: To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards:

1. Teachers know the subjects they are teaching.
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. Teachers know how children grow.
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. Teachers understand that children learn differently.
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. Teachers know how to teach.
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. Teachers know how to manage a classroom.
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Teachers communicate well.
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Teachers are able to plan different kinds of lessons.
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. Teachers know how to test for student progress.
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. Teachers are able to evaluate themselves.
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. Teachers are connected with other teachers and the community.
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

II. Identification of where outcomes are being achieved.

Each Teacher Education major has a matrix that indicates where the learner outcomes are achieved throughout the curriculum. Specific course assignments become artifacts to demonstrate competence in each of the ten Wisconsin teaching standards, and are collected in an electronic portfolio. This electronic portfolio later serves as the Certification Portfolio. What follows is the Artifact Matrix for Early Childhood certification majors.

This matrix is available on-line at: <http://www.uwrf.edu/tlc/portfolio/matrix.htm>

**UW-RF ELEMENTARY EDUCATION (with Early Childhood)
UNDERGRADUATE ARTIFACT OPTION MATRIX**

WISCONSIN TEACHER STANDARDS	COURSE INFO	ARTIFACT OPTION
1) Teachers know the subjects they are teaching.	TED 310	Lesson plans reflections in a Power Point essay
	TED 311	Lesson plan & reflection
	TED 312	Lesson plan & reflection
	TED 315	Lesson plan & reflection
	TED 317	Lesson plan & reflection
2) Teachers know how children grow.	TED 225	Observation & reflection
	TED 316	Summary & synthesis portion of Single Child Portfolio (SCP)
3) Teachers understand that children learn differently.	TED 252	Written assessment of field experience in a diverse school setting
	TED 310	Student interviews on writing attitudes
	TED 315	Mathematical Thinking - Interview & Analysis
	TED 316	Use of First Steps Continuum in reading
	TED 317	Guided reading rubric
	TED 335	Inspiration Program Planning Map
	TED 661	Paper & strategy presentation on diverse needs in reading
4) Teachers know how to teach.	TED 255	Book Grouping
	TED 310	Lesson plans reflections in a Power Point essay
	TED 311	Lesson plan & reflection
	TED 312	Lesson plan & reflection
	TED 315	Lesson plan & reflection
	TED 317	Lesson plan & reflection
	TED 335	Lesson plan & reflection

	TED 340	Lesson plan & reflection
5) Teachers know how to manage a classroom.	TED 211	Classroom management paper/parent communication project
6) Teachers communicate well.	TED 211	Classroom management paper/parent communication project
7) Teachers are able to plan different kinds of lessons.	TED 211	Journal
	TED 310	Lesson plans reflections in a Power Point essay
	TED 311	Lesson plan & reflection
	TED 312	Lesson plan & reflection
	TED 315	Lesson plan & reflection
	TED 317	Lesson plan & reflection
	TED 335	Lesson plan & reflection
8) Teachers know how to test for student progress.	TED 340	Lesson plan & reflection
	TED 310	Rubric-based writing assessment
9) Teachers are able to evaluate themselves.	TED 316	Rubric-based reflection on connection between standards and Single Child Portfolio (SCP)
	TED 310	Lesson plans reflections in a Power Point essay
	TED 312	Reflection on science video taped lesson
	TED 316	Analysis of Self as an Assessor (Part B7 of SCP)
	TED 317	Video clip of reading strategies reflection
10) Teachers are connected with other teachers and the community.	TED 420	Educational philosophy paper
	TED 211	Classroom management/parent communication project
	TED 211	Written reflections on field experiences
	TED 345	Annotated bibliography - Catering for diversity in the classroom and in communication with parents

III. Assessment Tools used to Measure Outcomes

(Direct & Indirect measures all assess 10 WI Teaching Standards)

A. Direct Measures:

1. Certification Portfolios – (electronic portfolios in CD format)
2. Student Teaching Evaluations
3. Field Experience Evaluations
(See attached samples)

B. Indirect Measures:

1. Student Teacher Survey, Self report (sample attached)
2. Future: Graduate and Employer Follow-up Surveys (to be created)

Field Experience Evaluation
Interaction/Teaching Experience (Level IV)
Student Name: _____ ID# _____
School Subject _____

Please check the appropriate box for each Element of a Standard. The standards are the Wisconsin Teacher Standards.

Standard 1.
Teachers know the subjects they are teaching.

Element: Content Knowledge

Beginning

- Candidate seems unaware of errors/knowledge gaps while teaching.

Developing

- Candidate is usually accurate in the presentation of content knowledge.
- Not Observed

B. Connections Within and Across Disciplines

Beginning

- Candidate focuses only on current lesson content; does not help students develop connections within and across disciplines.

Developing

- Candidate sometimes makes a connection on the spot; candidate occasionally helps students develop connections within and across disciplines.
- Not Observed

C. Selects Appropriate Content Knowledge for Meaningful Learning

Beginning

- Candidate does not attempt to use real-world events or students' prior knowledge.
- Candidate sometimes uses real-world events or students' prior knowledge to make learning meaningful for students.
- Not Observed

Standard 2. Teachers know how students grow.

Element: A. Developmentally Appropriate Interactions

Beginning

- Candidate makes choices that are below or above the developmental level of the class as a whole.

Developing

- Candidate usually plans and teaches lessons that are appropriate to the developmental level of the class as a whole.
- Not Observed

Standard 3. Teachers understand that students learn differently.

Element: A. Meeting Learning Needs/Styles

Beginning

- Candidate shows little awareness that students learn differently.

Developing

- Candidate's interactions with students indicate a basic understanding that students learn differently.
- Not Observed

Comments on Standards 1-3:

TED 428-433

TED 435-441

TED _____

Write in correct number.

Standard 4. Teachers know how to teach.

Element :A. Use of Resources

Beyond Textbooks

Beginning

- Candidate follows the teacher's manual or curriculum guide. Other resources are not used.

Developing

- Candidate sometimes incorporates the teacher's ideas and uses resources other than the manual.
- Not Observed

B. Varied Instructional Strategies

Beginning

- Candidate uses the same instructional strategy for each lesson.

Developing

- Candidate's lessons differ in strategies and expected outcomes.
- Not Observed

Standard 5. Teachers know how to manage a classroom.

Element: A. Directions and Explanations

Beginning

- Candidate's directions and explanations are difficult to follow.

Developing

- Candidate's directions and explanations are usually clear.
- Not Observed

B. Pacing

Beginning

- Candidate is often unaware of the amount of time a lesson or activity will take.

Developing

- Candidate is usually aware of the amount of time a particular lesson or activity will take.
- Not Observed

Academic Climate

Beginning

- Candidate has little enthusiasm for the content or for teaching, does not use positive reinforcement.

Developing

- Candidate is generally positive about the content and teaching; uses some positive reinforcement.
- Not Observed

Labs and Small Groups

Beginning

- Candidate appears unaware of group or lab dynamics; seems unaware of lab safety issues.

Developing

- Candidate sometimes responds to group or lab dynamics; usually attentive to lab safety issues.
- Not Observed

E. Eye Control, Proximity & Proactive Strategies With Small Groups

Beginning

- Candidate does not use appropriate strategies.

Developing

- Candidate tries to use strategies as needed; reacts to student behavior.
- Not Observed

F. Interactions with Students

Beginning

- Candidate's interactions with students are inconsistent, unfair or inappropriate.

Developing

- Candidate's interactions are generally consistent and fair.
- Not Observed

Standard 6. Teachers communicate well.

Element: Writing Skills

Beginning

- Candidate uses unclear and/or incorrect writing that fails to communicate to students and others.

Developing

- Candidate usually uses clear, correct writing that communicates effectively to students and others.
- Not Observed

B. Speaking Skills

Beginning

- Candidate uses unclear or incorrect speech that fails to communicate to students and others.

Developing

- Candidate usually uses clear, correct speech that communicates effectively to students and others.
- Not Observed

Standard 7. Teachers are able to plan different kinds of lessons. Included in Standard 4 for this experience.

Comments on Standards 4-7.

Standard 8. Teachers know how to test for student progress.

Element: A. Varied Assessment Strategies

Beginning

- Candidate uses the same assessment strategy for each lesson or group interaction.

Developing

- Candidate uses different assessment strategies to evaluate student learning.
- Not Observed

B. Using Assessment Results to Shape

Instruction

Beginning

- Candidate ignores assessment results in planning further instruction.

Developing

- Candidate sometimes refers to assessment results in planning further instruction.
- Not Observed

C. Setting Expectations

Beginning

- Candidate does not share evaluation criteria with students and/or does not provide feedback on their work.

Developing

- Candidate usually shares evaluation criteria with students and/or provides some feedback on their work.
- Not Observed

Standard 9. Teachers are able to evaluate themselves.

Element: A. Oral Reflection

Beginning

- Candidate rarely, if ever, discusses his/her teaching performance with the cooperating teacher or others.

Developing

- Candidate sometimes discusses his/her teaching performance in an effort to improve.
- Not Observed

B. Response to Suggestions

Beginning

- Candidate reacts negatively or is unresponsive to reflections and suggestions; rarely tries suggestions.

Developing

- Candidate reacts more positively to reflections and suggestions; sometimes tries suggestions.
- Not Observed

Standard 10. Teachers are connected with other teachers and the community.

Element: A. Professional Relationships

Beginning

- Candidate does not attempt to establish a working relationship with the cooperating teacher.

Developing

- Candidate attempts to establish a working relationship with the cooperating teacher.
- Not Observed

B. Integrity, Fairness, and Ethical Behavior

Beginning

- Candidate does not always act with integrity and fairness and in an ethical manner; does not maintain confidentiality.

Developing

- Candidate always acts with integrity and fairness and in an ethical manner; maintains confidentiality.
- Not Observed

C. School Policies and Dependability

Beginning

- Candidate ignores one or more school policies, which may include appropriate dress; is late or undependable.

Developing

- Candidate usually respects all school policies, including appropriate dress; is on time and dependable.
- Not Observed

Comments on Standards 8 – 10:

Cooperating Teacher: _____

Date: _____

University Instructor: _____

Within one week of the conclusion of the field experience, the cooperating teacher should mail this evaluation and the accompanying log to the instructor of the course.

University of Wisconsin-River Falls

River Falls, WI

- C. Indirect measures: This Student Teaching Survey Self-report is collected after students have completed their course work and their student teaching experience.

**Follow-up questionnaire for teacher education graduates
University of Wisconsin-System**

Information About You and Your Teaching		Circle or write in your answer		
1. Gender:		Male		Female
2. Age:		Under 25		25-35
		36-45		Over 45
3. Racial/ethnic identity:		Amer. Indian	Asian/Pacific Isl.	Black
		Hispanic/Latino	White	Other
4. At what grade levels will you be licensed?	High School	Middle School	Elementary	Early Childhood
5. In what content areas (if any) will you be licensed?				

Please place an X in the box that describes your opinion of your teacher preparation program at UW-River Falls.

Wisconsin Teacher Standards	Very well prepared	Fairly well prepared	Poorly prepared	Not prepared	Not applicable
Standard 1: Teachers know the subjects they are teaching.					
How well were you prepared to teach essential content and concepts?					
How well were you prepared to teach knowledge and skills in content areas in ways that help students learn?					
Standard 2: Teachers know how children grow.					
How well were you prepared to understand and support students' intellectual development?					
To understand and support their social and personal development?					
Standard 3. Teachers understand that children learn differently.					
How well were you prepared to teach students with disabilities?					
To teach students from diverse cultural/ethnic communities?					
To teach students who are English Language Learners?					

Wisconsin Teacher Standards	Very well prepared	Fairly well prepared	Poorly prepared	Not prepared	Not applicable
Standard 4. <u>Teachers know how to teach.</u>					
How well were you prepared to teach using a variety of instructional strategies?					
To integrate technology in your teaching?					
To promote critical thinking, problem solving, and performance skills?					
Standard 5: <u>Teachers know how to manage classrooms.</u>					
How well were you prepared to promote engagement in learning?					
To promote positive social development?					
To promote group and individual motivation?					
To promote positive behaviors?					
Standard 6: <u>Teachers communicate well.</u>					
How well were you prepared to communicate with students?					
To use different forms of media for communication?					
Standard 7. <u>Teachers are able to plan different kinds of lessons.</u>					
How well were you prepared to plan instruction using knowledge of subject matter?					
Knowledge of your students?					
Knowledge of the community where you teach?					
National, state, and district curriculum goals or standards?					
Standard 8. <u>Teachers know how to test for student progress.</u>					
How well were you prepared to assess student learning, strengths and needs?					

Wisconsin Teacher Standards	Very well prepared	Fairly well prepared	Poorly prepared	Not prepared	Not applicable
Standard 9. Teachers are able to evaluate themselves.					
How well were you prepared to continually evaluate the effects of your choices and actions on others?					
To evaluate and modify your teaching?					
To seek and assume leadership responsibilities in your school or district?					
To take advantage of professional development opportunities?					
To use student and parent feedback for self-assessment?					
Standard 10. Teachers are connected with other teachers and the community.					
How well were you prepared to connect with school colleagues and community agencies to support your students?					
To work with parents and families?					
To understand the politics of public education and work within its limits?					
To live out ethical beliefs and values of the teaching profession?					
	A	B	C	D	F
A. Overall, how well did your teacher preparation program prepare you for student teaching? Grade your preparation A-F.					
B. If you could do it over again, would you choose the same teacher certification program?	Yes	No			
Your additional comments:					

C. Indirect measures (continued):

Future Graduate and Employer Survey (to be developed by Dean's Office)

IV. Timetable Indicating the Cycle of Assessment & Continuous Improvement

The Teacher education Program has many assessments. Below is a summary of time table for various assessments and committees. In addition to these, the teacher education faculty examine randomly selected portfolios from each certification area and examine two or three selected outcomes each semester. Faculty met in the Fall of 2006 in small teams (2 or 3 faculty) to initiate this activity. (Assessment Reports and Minutes from this initial assessment activity are available.) Faculty have expressed a preference for the assessment activity in the Spring of 2007 to include student presentations of e-folios with more time devoted to discussions regarding the curriculum.

Assessment Plans for Teacher Education Department				
	DPI	NCATE	NCA	Program Review Assessment
Assessment Plan components				
Learning Outcomes	10 WI Teacher Standards	10 WI Teacher Standards	10 WI Teacher Standards	10 WI Teacher Standards
Direct assessments	Portfolio artifacts	Portfolio artifacts	Portfolio artifacts	Portfolio artifacts
	Portfolio reflections	Portfolio reflections		
	Student teaching evaluations	Student teaching evaluations	Student teaching evaluations	Student teaching evaluations
Indirect Assessments	Final student teaching evaluation	Final student teaching evaluation	Final student teaching evaluation	Final student teaching evaluation
Date of accreditation visit or program review meeting	Spring 2010	Spring 2010	April 2008	Varies for programs: see below
Date of <u>required</u> beginning of data collection	Fall 2004	Fall 2004	Spring 2007 (but we have data since Fall 2004)	Spring 2007 (but we have data since Fall 2004)
Date of <u>required</u> evidence of data use	Fall 2006 data must be used for program evaluation during Spring 2007	Fall 2006 data must be used for program evaluation during Spring 2007	Spring 2007 data must be used for program evaluation during Fall 2007	Spring 2007 data must be used for program evaluation during Fall 2007
Who requires the above?	DPI	NCATE	Provost	Provost

The Teacher Education Department also has an Assessment Committee. The following is a more in-depth look at the UWRF internal process.

Program Review Information			
Program Name	Date of next program review	Current status of program with university	Where to find information about program reviews
Elementary Education (Phinney to chair)	Spring 2010	Approved (2003) Needs assessment plan	G-drive/department/committees/program review
Reading Masters' Degree (Phinney)	2013	Approved (2006) Needs assessment plan	Same as above
Principal Licensure Master's Degree (Monsour)	2011? 2013?	New program Needs assessment plan	Same as above
Elementary Education Initial Certification Master's Degree (Holleran)	2012	Approved (2005) Needs assessment plan	Same as above
Early Childhood (Ward)	NA	Not a "program" Needs assessment plan	Same as above
Secondary Education undergraduate (Miller)	NA	Not a "program" Needs assessment plan	
Secondary Education graduate (Scheurman)	NA	Not be a "program" Needs assessment plan	

TED Department Assessment Committee
 Coordinator – Crotty
 Elementary Undergraduate – Kruiuzenga/Phinney
 Elementary Graduate – Holleran
 Secondary Undergraduate – Miller/ Scheurman/Holleran
 Secondary Graduate – Scheurman
 Reading – Phinney
 Early Childhood – Ward
 Principal Licensure -- Monsour

NOTE: Certificate programs in Technology for Teachers, Service Learning, and Community Education, and Shared Inquiry Master's Program can be reviewed through the Dean's Office and Outreach unless TED chair prefers to take responsibility. There may be arguments for this, but currently Amber Tubre' and Mary Manke are working on the Assessment Plans. It is possible that one or more of the certificates will be discontinued when Graduate Council carries out its 3-year review.

V. Data Presentation and Discussion Process

Fall 2006 semester faculty reviewed one randomly selected e-folio. In groups of two or three, faculty chose 2 or 3 of the ten WI standards to examine and reported back to the Department as a whole. Faculty discussed the possibility that corrections to the Artifact Matrix be made on an annual basis.

VI. Implementation of Revisions Based upon Assessment Results.

The faculty have suggested that a few students be invited to present their e-folio in the Spring semester. Faculty agreed that the process of sharing the content of the e-folio with a small group of faculty for each major, might result in better feedback on curriculum content. The Dean's Office has requested that changes to the Artifact Matrix be limited to once a year and also be channeled through the Associate Dean for accreditation purposes.

VII. Results Availability.

All assessment Reports will be available on the college web site <http://www.uwrf.edu/college-of-education/TED/welcome.htm> and distributed during the meetings of the larger Education Preparation Visit. Results of the curriculum changes will also be evident in the revised Artifact Matrices.