

Elementary Education Undergraduate 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 Elementary Education Undergraduate 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	TED 211	Classroom management paper/parent

well.		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
	TED 340	Lesson plan & reflection
8) Teachers know how to test for student progress.	TED 310	Rubric-based writing assessment
	TED 316	Rubric-based reflection on connection between standards and Single Child Portfolio (SCP)
9) Teachers are able to evaluate themselves.	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
	TED 420	Educational philosophy paper
10) Teachers are connected with other teachers and the community.	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)

UNIVERSITY OF WISCONSIN – RIVER FALLS
 TED 211 Field Experience Evaluation
 Observation/Interaction Experience (Level II)

Student Name _____ ID# _____ School _____ Grade/Subject _____

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

Standards 1, 4, and 8 are not evaluated in this experience.

Standard 2. Teachers know how students grow.			
Element	Beginning	Developing	Not observed
A. Developmentally Appropriate Interactions	<input type="checkbox"/> Candidate sometimes made choices that were below or above the developmental level of the students he/she worked with.	<input type="checkbox"/> Candidate usually interacted with students at their developmental level.	<input type="checkbox"/> Not observed

Standard 3. Teachers understand that students learn differently.			
Element	Beginning	Developing	Not observed
A. Learning Needs/Styles	<input type="checkbox"/> Candidate seemed unaware that students learn differently.	<input type="checkbox"/> Candidate sometimes made choices based on students' individual learning differences.	<input type="checkbox"/> Not observed

Standard 5. Teachers know how to manage a classroom.			
Element	Beginning	Developing	Not observed
A. Directions and Explanations in Small Groups	<input type="checkbox"/> Candidate's directions and explanations were difficult for students to follow.	<input type="checkbox"/> Candidate's directions and explanations were usually clear to students.	<input type="checkbox"/> Not observed
B. Academic Climate	<input type="checkbox"/> Candidate had little enthusiasm for the content or for teaching, did not use positive reinforcement.	<input type="checkbox"/> Candidate was positive about the content and teaching; used some positive reinforcement.	<input type="checkbox"/> Not observed
C. Working with Small Groups	<input type="checkbox"/> Candidate did not demonstrate awareness of group dynamics or student behavior.	<input type="checkbox"/> Candidate generally was aware of group dynamics and/or student behavior.	<input type="checkbox"/> Not observed
D. Interactions with Students	<input type="checkbox"/> Candidate interactions with students were inconsistent, unfair, or inappropriate.	<input type="checkbox"/> Candidate's interactions were generally consistent and fair.	<input type="checkbox"/> Not observed

Comments on Standards 1-5:

Standard 6. Teachers communicate well.			
Element	Beginning	Developing	Not observed
A. Writing Skills	<input type="checkbox"/> Candidate used unclear or incorrect writing; failed to communicate when grading papers, preparing overheads and visuals, or in planning mini-lessons.	<input type="checkbox"/> Candidate usually used clear, correct writing and communicated effectively when grading papers, preparing materials, or in planning mini-lessons.	<input type="checkbox"/> Not observed
B. Speaking Skills	<input type="checkbox"/> Candidate used unclear or incorrect speech, failed to communicate.	<input type="checkbox"/> Candidate usually used clear, correct speech, communicated effectively.	<input type="checkbox"/> Not observed

Standard 7. Teachers are able to plan different kinds of lessons.			
Element	Beginning	Developing	Not observed
A. Advance Planning for the Experience	<input type="checkbox"/> Candidate did not contact me in advance to make arrangements for the experience, or contacted me late in the semester.	<input type="checkbox"/> Candidate contacted me promptly to make arrangements for the experience prior to actually beginning the experience.	<input type="checkbox"/> Not observed

Standard 9. Teachers are able to evaluate themselves. Candidate's ability to reflect on performance in the field is evaluated in the university classroom.

Standard 10. Teachers are connected with other teachers and the community. Not evaluated in this experience.			
Element	Beginning	Developing	Not observed
A. Professional Relationships	<input type="checkbox"/> Candidate did not attempt to establish a working relationship with the cooperating teacher.	<input type="checkbox"/> Candidate attempted to establish a working relationship with the cooperating teacher.	<input type="checkbox"/> Not observed
B. Integrity, Fairness, and Ethical Behavior	<input type="checkbox"/> Candidate did not always act with integrity and fairness and in an ethical manner; did not maintain confidentiality.	<input type="checkbox"/> Candidate always acted with integrity and fairness and in an ethical manner; maintained confidentiality.	<input type="checkbox"/> Not observed
C. School Policies and Dependability	<input type="checkbox"/> Candidate ignored one or more school policies, which may include appropriate dress; was late or undependable.	<input type="checkbox"/> Candidate always respected all school policies, including appropriate dress; was on time and dependable.	<input type="checkbox"/> Not observed

Comments on Standards 6-10:

In addition to the Ten Wisconsin Teacher Standards, the University of Wisconsin – River Falls has some specific expectations for student teacher professionalism. The student teacher embraces the concept of teacher as professional and acts accordingly.

Element	Beginning	Developing	Secure
A. Arrival and Departure Times	<input type="checkbox"/> Candidate frequently arrived later or left earlier than the agreed upon times.	<input type="checkbox"/> Candidate followed the agreed upon schedule for arrival and departure times for this experience. If an unavoidable delay occurred, the candidate notified me promptly.	<input type="checkbox"/> Not observed
B. Appropriate Dress for the Particular Setting and/or Subject Area	<input type="checkbox"/> Candidate wore clothes that were inappropriate for the placement (e.g. too casual, tight, or revealing) or that needed to be cleaned, pressed, or repaired.	<input type="checkbox"/> Candidate wore clothes that were appropriate for the placement and that were clean, pressed, and in good repair.	<input type="checkbox"/> Not observed
C. Prepared to Teach	<input type="checkbox"/> Candidate was frequently tired and this impacted his/her ability to have an effective experience.	<input type="checkbox"/> Candidate was alert and ready to participate in the classroom experience.	<input type="checkbox"/> Not observed
D. Respect for Teacher's Materials	<input type="checkbox"/> Candidate showed little respect for the teacher's materials. Materials were not returned or were returned in poor condition.	<input type="checkbox"/> Candidate took good care of materials the teacher shared. All materials were returned.	<input type="checkbox"/> Not observed
E. Personal Business	<input type="checkbox"/> Candidate conducted personal business during school hours. Used school equipment to fax or phone long distance. Used her/his cell phone frequently.	<input type="checkbox"/> Candidate conducted personal business outside of school hours except in emergency situations. Cell phone was turned off at school.	<input type="checkbox"/> Not observed
F. Work Ethic/ Initiative	<input type="checkbox"/> Candidate failed to assume some responsibilities; waited to be told what to do.	<input type="checkbox"/> Candidate carried out all responsibilities and sometimes demonstrated initiative.	<input type="checkbox"/> Not observed

Cooperating Teacher

Date

University Instructor

This form, and the accompanying log, must be mailed to the address below by the Cooperating Teacher. Please do this within one week of the conclusion of the field experience.

Dr. Florence Monsour
255 Wyman Education Building
University of Wisconsin-River Falls
410 S. Third Street
River Falls, WI 54022

- 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-portfolio. 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-portfolio in the Spring semester. Faculty agreed that the process of sharing the content of the e-portfolio 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.