

# Elementary Education Initial Certification Assessment Plan (Graduate)

## 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 Initial certification majors.

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

UW-RF ELEMENTARY EDUCATION  
GRADUATE ARTIFACT OPTION MATRIX

WISCONSIN TEACHER STANDARDS	COURSE INFO	ARTIFACT OPTION
1) Teachers know the subjects they are teaching.	TED 700	Curriculum reform project
	TED 705	Lesson plan & reflection
	TED 710	Lesson plan & reflection
	TED 715	Lesson plan & reflection
	TED 720	Lesson plan & reflection
2) Teachers know how children grow.	READ 661	Research paper on reading strategies to meet diverse needs
	TED 745	Field lab experience and site-based seminars
3) Teachers understand that children learn differently.	TED 700	Integrated Unit
	TED 705	Student interviews on writing attitudes
	TED 720	Mathematical Thinking - Interview & Analysis
	TED 745	Field lab experience and site-based seminars or teaching episode video analysis
4) Teachers know how to teach.	TED 700	Curriculum reform project
	TED 705	Lesson plan & reflection
	TED 710	Lesson plan & reflection
	TED 715	Lesson plan & reflection
	TED 720	Lesson plan & reflection
	TED 745	Micro-teaching lesson
5) Teachers know how to manage a classroom.	TED 700	Curriculum reform project
	TED 705	Lesson plan & reflection
	TED 710	Lesson plan & reflection
	TED 715	Lesson plan & reflection
	TED 720	Lesson plan & reflection
	TED 745	Motivation/management project
6) Teachers communicate well.	TED 700	Curriculum reform project
	TED 705	Lesson plan & reflection
	TED 710	Lesson plan & reflection
	TED 715	Lesson plan & reflection

	TED 720	Lesson plan & reflection
	TED 745	Reflective journals
7) Teachers are able to plan different kinds of lessons.	TED 614	Interdisciplinary Unit
	TED 700	Curriculum reform project
	TED 705	Lesson plan & reflection
	TED 710	Lesson plan & reflection
	TED 715	Lesson plan & reflection
	TED 720	Lesson plan & reflection
	READ 760	Micro teaching lesson plan on reading strategies
8) Teachers know how to test for student progress.	TED 705	Rubric-based writing assessment
	TED 745	Assessment lab assignment
	READ 760	Running record assignment
9) Teachers are able to evaluate themselves.	TED 700	Curriculum reform project
	TED 705	Lesson plan & reflection
	TED 710	Lesson plan & reflection
	TED 715	Lesson plan & reflection
	TED 720	Lesson plan & reflection
	TED 740	Report on an educational philosopher or Personal Annotated Philosophy
	TED 745	Final lesson critique
10) Teachers are connected with other teachers and the community.	All Courses	Field experience reflections
	All Courses	Lesson plans and reflections

### **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)

**UW-RIVER FALLS FIELD EXPERIENCES**  
**RECORD OF PARTICIPATION/OBSERVATION TED 745**  
**UNIVERSITY OF WISCONSIN – RIVER FALLS**

Field Experience Evaluation

Interaction Experience (Level III)

Student Name \_\_\_\_\_

ID# \_\_\_\_\_

School \_\_\_\_\_

Grade/Subject \_\_\_\_\_

Please check the appropriate box for each Element of a Standard. 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**

- Candidate sometimes makes choices that are below or above the developmental level of the students he/she is working with.
- Candidate usually interacts with students at their developmental level.
- Not observed

**Standard 3. Teachers understand that students learn differently.**

**Element Beginning Developing Not observed**

**A. Meeting Learning**

**Needs/Styles**

- Candidate seems unaware that students learn differently.
- Candidate sometimes makes choices based on students' individual learning differences
- Not observed

**Standard 5. Teachers know how to manage a classroom.**

**Element Beginning Developing Not observed**

**A. Directions and**

**Explanations**

- Candidate's directions and explanations are difficult for students to follow.
- Candidate's directions and explanations are sometimes clear to students.
- Not observed

**B. Academic Climate**

- Candidate has little enthusiasm for the content or for teaching, does not use positive reinforcement.
- Candidate is generally positive about the content and teaching; uses some positive reinforcement.
- Not observed

**C. Labs and Small Groups**

- Candidate appears unaware of group or lab dynamics; seems unaware of lab safety issues.
- Candidate sometimes responds to group or lab dynamics; usually attentive to lab safety issues.
- Not observed

**D. Interactions with Students**

- Candidate interactions with students are inconsistent, unfair, or inappropriate.
- Candidate's interactions are generally consistent and fair.
- Not observed

**Comments on Standards 1-5:**

TED745

**Standard 6. Teachers communicate well.**

**Element Beginning Developing Not observed**

**A. Writing Skills**

- Candidate uses unclear or incorrect writing, fails to communicate.
- Candidate usually uses clear, correct writing, communicates effectively.
- Not observed

**B. Speaking Skills**

- Candidate uses unclear or incorrect speech, fails to communicate.
- Candidate usually uses clear, correct speech, communicates effectively.
- Not observed

**Standard 7. Teachers are able to plan different kinds of lessons.**

**Element Beginning Developing Not observed**

**A. Advance Planning**

- Candidate does not show evidence of planning.
- Candidate usually plans ahead before entering the classroom.
- 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.**

**Element Beginning Developing Not observed**

**A. Professional****Relationships**

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

**B. Integrity, Fairness, and****Ethical Behavior**

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

**C. School Policies and****Dependability**

- Candidate ignores one or more school policies, which may include appropriate dress; is late or undependable.
- Candidate usually respects all school policies, including appropriate dress; is on time and dependable.
- Not observed

**Comments on Standards 6-10:**

**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.

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University of Wisconsin-River Falls  
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
<b>Standard 1: Teachers know the subjects they are teaching.</b>					
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?					
<b>Standard 2: Teachers know how children grow.</b>					
How well were you prepared to understand and support students' intellectual development?					
To understand and support their social and personal development?					
<b>Standard 3. Teachers understand that children learn differently.</b>					
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?					

<b>Wisconsin Teacher Standards</b>	Very well prepared	Fairly well prepared	Poorly prepared	Not prepared	Not applicable
<b>Standard 4. <u>Teachers know how to teach.</u></b>					
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?					
<b>Standard 5: <u>Teachers know how to manage classrooms.</u></b>					
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?					
<b>Standard 6: <u>Teachers communicate well.</u></b>					
How well were you prepared to communicate with students?					
To use different forms of media for communication?					
<b>Standard 7. <u>Teachers are able to plan different kinds of lessons.</u></b>					
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?					
<b>Standard 8. <u>Teachers know how to test for student progress.</u></b>					
How well were you prepared to assess student learning, strengths and needs?					

<b>Wisconsin Teacher Standards</b>	Very well prepared	Fairly well prepared	Poorly prepared	Not prepared	Not applicable
<b>Standard 9. Teachers are able to evaluate themselves.</b>					
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?					
<b>Standard 10. Teachers are connected with other teachers and the community.</b>					
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?					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
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?	<b>Yes</b>	<b>No</b>			
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.

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

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