Program Information

Program:	BA/BS in Elementary Education (undergraduate major with licensure)
College or Administrative Division:	College of Education
SubunitId:	N/A

How will you communicate program level student learning or student success-related outcomes to the students and the public?

The Professional Teacher & Counselor Education (PTCE) Unit is a consortium of teacher licensure programs in the College of Education and three cognate colleges at OSU, including the **Elementary Education undergraduate major**. Because the unit is accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Oregon Teacher Standards and Practices Commission (TSPC), all teacher preparation programs have common student learning outcomes and key assessments as part of the unit's quality assurance system. The PTCE Unit executive committee, licensure faculty, and TSPC Consortium meet quarterly to review data for continuous improvement. Data is collected at various transitions throughout the program: Admissions, Courses, Student Teaching, and Exit from Program. Student performance is also reviewed continuously by faculty using TaskStream. TaskStream helps track student observations, edTPA, and evaluation data, clearly outlining a teacher candidate's path to licensure. Student success will be shared as they earn a teaching license through TSPC.

Program Learning Outcomes, Benchmarks and Measures

Outcomes: List your program level student learning (SLO) outcome(s) .	**The Learner & Learning : Demonstrates impact on P-12 student learning (InTASC Dimension 1, Standards 1-3)**	**Content Knowledge: Demonstrate mastery of subject material (InTASC Dimension 2, Standards 4-5)**	**Instructional Practice: Demonstrate understanding of pedagogical content knowledge and skills (InTASC Dimension 3, Standards 6-8)**	**Professional Responsibility: Conduct scholarly or professional activities in an ethical manner (InTASC Dimension 4, Standards 9-10)**
What year was this outcome developed or most recently changed?	2017	2017	2017	2017
What year will you be reporting on this outcome?	Annually with each graduating cohort	Annually with each graduating cohort	Annually with each graduating cohort	Annually with each graduating cohort
Assessment Method: List the measures/methods /instruments used to assess the outcome. How do students demonstrate their attainment of this outcome and how is their learning evaluated?	The edTPA (Education Teacher Preparation Assessment) scored nationally by Pearson is a authentic assessment of a pre-service teacher's ability to plan, teach, and reflect on their students' learning. During the edTPA, Teacher Candidates complete three literacy tasks and one mathematics task. Task 1: Rubrics 1-5 measures teacher candidates ability to plan a mini-unit of three connected lessons all planned to meet part of a Common Core State Standard in either reading or writing. In Task 2 (InTASC standards 1-3 measured by Rubrics 6-9) the Teacher Candidate submits video clips of their teaching and writes a reflective commentary. In Task 3 (InTASC standards 1-3 measured by Rubric 14) the Teacher Candidate analyzes the student assessment results after the three lessons to determine impact of instruction. Math Task 4 (InTASC standards 1-3	Prior to being advancing to their student teaching year (advancement to Teacher Candidacy) a student's GPA will be reviewed to ensure that they have met content area preparation goals. Each student is required by our program and the State of Oregon's Teacher Licensure Board to take and pass two subject mastery exams: NES Elementary Subtest I and NES Elementary Subtest II, CAEP also requires the SAT/ACT. Content knowledge will also be assessed in the upper division methods courses (ED 567: Teaching Elementary Mathematics for Understanding, ED 465: Literacy, ED 466: Mathematics, ED 467: Natural / Social Sciences, ED 468: Language Arts) through course activities and assessments. The edTPA also measures teacher candidates content knowledge (InTASC standards 4-5) through Task 1 Planning Rubrics 1-4, Task 2 Instruction Rubrics 7-9, and Task 3 Assessment Rubric 14.	At the conclusion of the Fall and Spring Student Teaching Internship Placements, the Cooperating Teacher, University Supervisor, and Teacher Candidate all score the Teacher Candidate's performance over the term on five teacher functions as part of the TEAM Evaluation. The TEAM Evaluation includes a meeting where all three parties come to a consensus score that is then submitted as a final evaluation. Teacher Candidates are assessed on five key teacher functions: planning for instruction, establishing a classroom climate conducive to learning, engaging students in planned learning activities, evaluating student progress, and exhibiting professional behaviors, ethics, and values. The edTPA also measures teacher candidates pedagogical knowledge and skills (InTASC standards 6-8) through Task 1 Planning Rubrics 1-5, Task 2 Instruction Rubrics 6-9, and Task 3 Assessment Rubric 11-13, and 15.	This outcome is measured by teacher function #5 on the TEAM evaluation: exhibiting professional behaviors, ethics, and values. A consensus score is recorded after the Cooperating Teacher, University Supervisor, and Teacher Candidate meet during the formal TEAM Evaluation meeting at the end of both the Fall and Spring Student Teaching Internships. This outcome is also assessed using the Professional Dispositions Evaluation and is scored by a student's faculty advisor at the end of their Junior Year, their University Supervisor and Cooperating teacher at the end of their Fall placement, and again by their University Supervisor and second Cooperating Teacher at the end of their Spring placement. The edTPA also measures teacher candidates professional responsibilities (InTASC standards 9-10) through Task 1 Planning Rubric 3, Task 2 Instruction Rubric 10.
Assessment Method: Are the measure(s)/methods/instruments direct (D) or indirect (I)?	D	Subject Mastery Exams (D) and GPA (I), Upper division course activities and exams (D)	D	I
Assessment Method: What benchmarks or indicators of success are you using to determine if the outcome has been satisfactorily met by the students?	Before being recommended for teacher licensure 100% of students will earn Oregon's passing score on the edTPA (currently set at 35 points for Tasks 1-3, and 7 points for Task 4). Passing the edTPA is tied to teacher licensure, rather than degree completion.	100% of students entering the student teaching year will have earned Oregon's passing score for the Elementary NES exams (currently set at 220 for NES Subtest I and II). 80% of students will have achieved the preferred GPA of 3.0 or above. Before being recommended for teacher licensure 100% of students will earn Oregon's passing score on the edTPA (currently set at 35 points for Tasks 1-3, and 7 points for Task 4). Passing the edTPA is tied to teacher licensure, rather than degree completion.	In order to be recommended for teacher licensure 100% of students will earn an average of 3 or higher on each of the 5 Teacher Functions of the TEAM evaluation. Passing the TEAM evaluation is tied to teacher licensure, rather than degree completion. Before being recommended for teacher licensure 100% of students will earn Oregon's passing score on the edTPA (currently set at 35 points for Tasks 1-3, and 7 points for Task 4). Passing the	90% of students will pass with scores of satisfactory or higher on all sections of the Professional Dispositions evaluation. Before being recommended for teacher licensure 100% of students will earn Oregon's passing score on the edTPA (currently set at 35 points for Tasks 1-3, and 7 points for Task 4). Passing the edTPA is tied to teacher

Process

How will your unit reflect on the data you are reporting and who was involved? How are the results of your assessment efforts related to strategic planning and overall program review?	Scores from both the Fall formative edTPA and Spring summative edTPA are evaluated by faculty twice a year and used to reflect on the elementary education curriculum. The edTPA is one measure of a teacher candidate's ability to plan, teach, reflect, and analyze. These processes are part of the Effective Teaching Cycle that all educators should employ.	GPA and Subject Mastery Exam data will be reviewed by faculty prior to Advancement to Teacher Candidacy (Senior, Student Teaching year). These data are essential to ensuring teacher candidates have the subject-area knowledge reuqired by teachers. We will use these data to evaluate our subject area preparation courses. Scores from both the Fall formative edTPA and Spring summative edTPA are evaluated by faculty twice a year and used to reflect on the elementary education curriculum. The edTPA is one measure of a teacher candidate's ability to plan, teach, reflect, and analyze. These processes are part of the Effective Teaching Cycle that all educators should employ.	During the Fall of the Senior Student Teaching Year, the faculty advisor will review the results of the TEAM Evaluation to confirm that students are making progress towards the standard (earning an average of 2.75 or higher in each of the 5 Teacher Functions). If a student is struggling with pedagogical content knowlege and skills they will participate in a goal-setting conference with their faculty advisor and will be placed on a Plan of Progress. In order to be recommended for teacher licensure, a student must earn an average of 3 in each of the 5 Teacher Functions during the Spring TEAM Evaluation. These data support program review, and help faculty reflect on effectiveness of the student teaching internship, and courses addressing methods and pedagogy. Scores from both the Fall formative edTPA and Spring summative edTPA are evaluated by faculty twice a year and used to reflect on the elementary education curriculum. The edTPA is one measure of a teacher candidate's ability to plan, teach, reflect, and analyze. These processes are part of the Effective Teaching Cycle that all educators should employ.	At three points in the Senior Student Teaching Year, the faculty advisor will review the results of the Professional Dispositions Evaluation and TEAM Evaluation to confirm that students are making progress towards the standard. If a student is struggling with dispositions they will participate in a goal-setting conference with their faculty advisor and will be placed on a Plan of Progress. These data support program review, and help faculty reflect on effectiveness of the courses addressing the professional dispositions of a teacher. Scores from both the Fall formative edTPA and Spring summative edTPA are evaluated by faculty twice a year and used to reflect on the elementary education curriculum. The edTPA is one measure of a teacher candidate's ability to plan, teach, reflect, and analyze. These processes are part of the Effective Teaching Cycle that all educators should employ.
What data are you archiving? Where and how? How long do you expect to archive the data?	edTPA Score Data will be captured in Taskstream for at least 7 years.	Subject Mastery Exam Data and edTPA Score Data will be captured in Taskstream for at least 7 years.	The TEAM Evaluation Data and edTPA Score Data will be captured in Taskstream for at least 7 years.	Profesional Dispositions Evaluation, TEAM Evaluation Data, and edTPA Score Data will be captured in Taskstream for at least 7 years.

This assessment plan and report template has multiple tabs. Be sure to open your window wide enough to see the tabs.

What this assessment plan and report are asking for:

>>> This report is asking for a clear, succinct accounting of full-cycle assessment activities for each degree program. This means the program needs to engage in and report the following:

>> Each degree program must have **clear, measurable student learning outcomes** that represent the knowledge, skills, and values a graduating student will possess.

> The outcomes need to be meaningful to the faculty and other professionals in the field and represent what OSU students need to succeed and be valued in the field.

> The outcomes will likely have sub-components that help further define the outcome. If you develop sub-components, those can be submitted as an attachment to the report. For this report you can just list the primary outcome.

>> Each year one or more of the program outcomes must be in some stage of the assessment cycle (data collection, review/consideration of the data, implementation of changes as a result of the data) such that **ALL outcomes have been assessed and reported in a period of 5 years**.

> A plan must be in place to measure all outcomes within 5 years. A plan is built into this annual assessment report under questions 3.c. and 5. Separate, detailed plans are encouraged.

> A cycle of fewer than 5 years is fine. If the program has fewer than 5 outcomes, it will be on a shorter cycle (e.g. 4 outcomes = 4 or fewer years).

> If the program has >10 different outcomes and needs a longer cycle, please contact the APAA to develop an alternative plan. We are glad to work with you.

> If programs are in the developmental phases for program-level assessment and/or have new learning outcomes, start with assessing FEWER outcomes and ASSESS THEM WELL! Please communicate with the APAA if this is the case or if you want some help with designing an efficient assessment plan.

>> Each outcome must have **at least one direct measure** identified and aligned to it, but more than one measure is best practice and far more reliable.

> Indirect measures can be used to support or triangulate the data from the direct measures.

> In some cases indirect measures are the primary means of data collection. This is the exception rather than the rule. If indirect measures are the sole source of data, then please provide an explanation for its selection.

>> Use the student learning data to **inform programmatic decision-making** to maximize student learning and improve the strength, effectiveness, and efficiency of the program.

> You will be asked to describe the process your unit uses/d to reflect upon the data, how results of assessment efforts relate to strategic planning, and plans for any course, curricular, or unit level changes based upon the data.

Why are we asking for this?

>>> The number one reason we are asking for this information is to ensure the **use of evidence and data to inform curricula and pedagogy**.

>> Just as in our scholarly and creative work, evidence and data are essential supplements to the professional competence and commitment that we dedicate to our students.

>> Additional reasons, which should be compelling to educators and members of the academic community, are that we owe it to the the students and we must demonstrate genuine, full cycle assessment to our accrediting body, the NWCCU. Remember, accreditation is voluntary but necessary.

How the annual report submission and the associated tracking and submission process works:

>>> By switching to an Excel spreadsheet format your program can **report multiple years of data in one document**. Just use a new tab for a new year and label the tab.

>>> Submit reports to the APAA Sharepoint website: https://sharepoint.oregonstate.edu/sites/APAA/assessment/default.aspx

>> **Instructions can be found at: http://oregonstate.edu/admin/aa/apaa/assessment-resources**

Template was developed by Stefani Dawn, PhD, Assistant Director of Assessment, 2013-15

Feel free to send question, comments, or suggestion to stefani.dawn@oregonstateuniversity.edu, 541-737-0919

Column 1 (Level of Student Outcome Learning at Conclusion of Course): 1=Emerging; 2=Developing; 3=Profici 1.00
Column 2 (Level of Student Outcome Learning upon Course Entry): I=Introduce; R=Reinforce; E=Emphasize I
Column 3 (Intentional Correlation with Co-curricular Activities): C=Co-Curriculum

Learning Outcomes:
1. The Learner & Learning : Demonstrates impact on P-12 student learning (InTASC Dimension 1, Standards 1-3)
2. Content Knowledge: Demonstrate mastery of subject material (InTASC Dimension 2, Standards 4-5)
3. Instructional Practice: Demonstrate understanding of pedagogical content knowledge and skills (InTASC Dimension 3, Sta
4. Professional Responsibility: Conduct scholarly or professional activities in an ethical manner (InTASC Dimension 4, Standa

Outcome # ⇨		1. The Learner & Learning			2. Content Knowledge			3. Instructional Practice		
Course prefix	Course ID	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3
ED	216	1	I							
ED	219	1	I		1	I				
ED	394	1	I					1	I	
ED	450	1	I		1	I		1	I	
ED	451	2	R					2	R	
ED	452	3	E					3	E	
ED	457	1	I		2	R		2	R	
ED	458				1	I		1	I	
ED	465				2	R		2	R	
ED	468				3	E		3	E	
ED	492	1	I		1	I		1	I	
ED	413/513	2	R					2	R	
ED	414/513	3	E					3	R	
ED	466/566				3	E		3	E	
ED	467/567	1	I		3	E		3	E	
ED	472/572	2	R							
ED	473/573	2	R		2	R		2	R	
ED	474/574	2	R		2	R		2	R	
ED	475/575	3	E		3	E		3	E	
ED	477/577	3	E					2	R	
ED	478/578	3	E					3	E	
ED	479/579	3	E		3	E		3	E	

Program Information

Program:	This is the title of your degree program/program (for non-academic units)
College or Administrative Division:	This is the College or Over Arching Administrative Division that contains the program
Subunit(s)	This is the subunit(s) [e.g. department(s)] that contain the program (may not be applicable for some - write N/A)
Report Submitted By:	Type the name and position/role with the unit
APAA Submission Cycle Due Date:	15-Apr

Program Outcomes Matched with Measures and Results

Outcomes: List your program level student learning (SLO) outcome(s) .	1. Program level student learning outcome	2. Program level student learning outcome	3. Program level student learning outcome
Results: What do the data that result from you assessment methods or processes show about student learning relative to this outcome? Describe any patterns or trends that you identified as meaningful or that highlight areas of concern or success.			
Actions: Describe any course-level (content, pedagogical, structural, etc.) changes that will result /have resulted from the current year's assessment of this outcome. Include timelines.			
Actions: Describe any program/degree level (e.g. curricular, process, structural, etc.) changes related to this outcome that have resulted/will result from this year's assessment and/or from other sources (i.e. external accreditors)			
Full-Cycle impact: If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes incorporated (if any) had on student learning? If you have not yet assessed the results of the changes made based on previous results, please indicate the year you will revisit this outcome			

Process

How did your unit reflect on the data you are reporting and who was involved? Were there any challenges or concerns? How are the results of your assessment efforts related to strategic planning and overall program review?	
Are there specific data archiving notes for the outcome(s) you are reporting on in this report?	

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year.	

Copy and paste the template from the previous year. Doing "select all" does not always work with merged fields, so highlight the rows (arrow to the far left hold down mouse button), copy, click in this upper left cell and paste.