Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Teacher Education
Academic Year of Report: 2011-12
Date Submitted: October 12, 2012
Report author: Jack Mayhew

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Email: jmayhew@weber.edu
A. Brief Introductory Statement:
Please review the Introductory Statement and contact information for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.
If the information is not current, please provide an update:

The introductory statement information is current. http://www.weber.edu/portfolio/education.html

B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

The mission statement was reviewed on October 1, 2012 and is current. http://www.weber.edu/portfolio/ed_ms.html

C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

The Utah State Office of Education is currently conducting a pilot study of the new Utah Effective Teaching Standards (UETS). The Teacher Education Department will be working during the 2012-13 academic year to adapt the UETS and to develop assessments based on the UETS. The learning outcomes were reviewed on October 1, 2012, and are current. http://www.weber.edu/portfolio/ed_slo.html
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

As noted above, the curriculum grid was revised and reviewed by the department on December 2011, and is current. This will be modified as the department adopts the UETS. http://www.weber.edu/portfolio/ed_cg.html

E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

The assessment plan was revised on December 2011, and is current. http://www.weber.edu/portfolio/ed_ap.html

F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.
### Evidence of Learning: Courses within the Major

<table>
<thead>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td>Direct and Indirect Measures*</td>
<td>Measure 1: Student Teaching Final Evaluation Section 1 (based on direct observation by the university supervisor, cooperating teacher, and content-area supervisor)</td>
<td>Measure 1: 95% of students will meet this learning outcome by scoring in the “Basic” range (3-5) on a 5-point scale.</td>
<td>Measure 1: Student Teachers successfully demonstrated the ability to create and maintain a positive classroom environment.</td>
<td>Measure 1: No curricular or pedagogical changes needed at this time.</td>
</tr>
<tr>
<td>Learning Outcome 1: Students will demonstrate the ability to create and maintain a positive classroom environment.</td>
<td>Measure 1: Results of Praxis II Content exam.</td>
<td>Measure 1: 85% of students will pass the appropriate Praxis exam by meeting or exceeding the designated cut score.</td>
<td>Measure 1: 93% pass rate for the Elementary Education Content Knowledge test. 100% pass rate for the Special Education Core Knowledge and Applications test. Secondary Content pass rates ranged from 100% to 50%)</td>
<td>Measure 1: Elementary Education and Special Education students successfully demonstrated content knowledge; lowest secondary content pass rate was in Health Education, where only 50% of students passed (3 out of 6).</td>
<td>Measure 1: No curricular or pedagogical changes needed at this time for Elementary Education and Special Education. Praxis II pass rate data were provided to secondary content departments.</td>
</tr>
<tr>
<td>Learning Outcome 2: Students will demonstrate the ability to plan curriculum and design instruction to enhance student learning.</td>
<td>Measure 2: Teacher Work Sample (TWS)</td>
<td>Measure 2: 95% of students will earn a rating of “Standard Met”</td>
<td>Measure 2: 99.9% of student teachers received a rating of “Standard Met”</td>
<td>Measure 2: Student teachers demonstrated ability to plan curriculum and design instruction.</td>
<td>Measure 2: No curricular or pedagogical changes needed at this time.</td>
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</table>

*At least one measure per objective must be a direct measure; indirect measures may be used to supplement direct measure(s).
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<td>Learning Outcome 3: Students will demonstrate the ability to engage and support all students in learning.</td>
<td>Measure 1: Student Teaching Final Evaluation Section 3 (based on direct observation by the university supervisor, cooperating teacher, and content-area supervisor).</td>
<td>Measure 1: 95% of students will meet this learning outcome by scoring in the “Basic” range (3-5) on a 5-point scale.</td>
<td>Measure 1: 99.9% of students met this learning outcome.</td>
<td>Measure 1: Student teachers successfully demonstrated the ability to engage and support all students in learning.</td>
<td>Measure 1: Although student teachers met this goal, the department has proposed to create a common foundational core of courses that Elementary Education and Special Education students will take together to better enable them to differentiate instruction.</td>
</tr>
<tr>
<td>Learning Outcome 4: Students will demonstrate the ability to assess and evaluate student learning.</td>
<td>Measure 1: Student Teaching Final Evaluation Section 4 (based on direct observation by the university supervisor, cooperating teacher, and content-area supervisor).</td>
<td>Measure 1: 95% of students will meet this learning outcome by scoring in the “Basic” range (3-5) on a 5-point scale.</td>
<td>Measure 1: 99.9% of student teachers met this learning outcome by scoring in the “Basic” range (3-5) on a 5-point scale.</td>
<td>Measure 1: Student teachers successfully demonstrated the ability to assess and evaluate student learning.</td>
<td>Measure 1: No curricular or pedagogical changes needed at this time.</td>
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<td>Learning Outcome 5: Students will demonstrate professionalism to support student learning.</td>
<td>Measure 1: Student Teaching Final Evaluation Section 5 (based on direct observation by the university supervisor, cooperating teacher, and content-area supervisor).</td>
<td>Measure 1: 95% of students will meet this learning outcome by scoring in the “Basic” range (3-5) on a 5-point scale.</td>
<td>Measure 1: 99.9% of student teachers met this learning outcome by scoring in the “Basic” range (3-5) on a 5-point scale.</td>
<td>Measure 1: Student teachers successfully demonstrated an acceptable level of professionalism.</td>
<td>Measure 1: No curricular or pedagogical changes needed at this time.</td>
</tr>
<tr>
<td>Measure 2: Student Teacher Dispositions Rating Scale**</td>
<td>Measure 2: 95% of students will meet this learning outcome by earning a rating of “No Concern” for each item of the scale.</td>
<td>Measure 2: For students enrolled in the Elementary Education program (Levels 1-3), the three areas of disposition that received the highest rating of concern (low-medium-high combined) were “Inquisitive” (5.17%), “Self-Directed” (7.47%), and “Responsible” (9.77%). Ratings for student teachers indicated that only 3% had a rating of low-concern for “Inquisitive.”</td>
<td>Measure 2: The data suggest that by the end of the program, the vast majority of students have demonstrated an acceptable level of professional dispositions.</td>
<td>Measure 2: The department will continue efforts to model and promote a high level of professional dispositions in its students.</td>
<td></td>
</tr>
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**Teacher Education Professional Dispositions**

**Reflective** (considers carefully one’s own perspectives)
**Teachable** (welcomes new ideas and feedback)
**Ethical** (adheres to standards of professional conduct)
**Collegial** (demonstrates professional, interpersonal skills)
**Inquisitive** (exhibits academic curiosity)
**Persistent** (exhibits tenacity in completing academic challenges)
**Self-directed** (takes responsibility for one’s own academic performance)
**Collaborative** (works effectively with others)
**Responsible** (adheres to schedules, accountable and principled decision maker, student advocate)
**Positive Attitude** (enthusiastic, motivated, dedicated, committed, shows initiative, appropriate sense of humor)
**Respectful** (shows proper courtesy and consideration for diverse perspectives)

**G. Summary of Artifact Collection Procedure**

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Learning Outcome Measured</th>
<th>When/How Collected?</th>
<th>Where Stored?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher Final Evaluation</td>
<td>Learning Outcomes 1-5</td>
<td>End of student teaching practicum</td>
<td>Advisement Center</td>
</tr>
<tr>
<td>Student Teacher Dispositions Rating Scale</td>
<td>Learning Outcome 5</td>
<td>At end of semester.</td>
<td>Advisement Center</td>
</tr>
<tr>
<td>Teacher Work Sample (TWS) Rubric</td>
<td>Learning Outcome 2B</td>
<td>During Student Teaching</td>
<td>Advisement Center</td>
</tr>
<tr>
<td>Praxis II Test Data</td>
<td>Learning Outcome 2A</td>
<td>Yearly report from Utah State Office of Education</td>
<td>Advisement Center</td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence?

To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).

The data obtained from the 2011-12 assessments confirm that the Teacher Education program effectively prepares caring, confident novice teachers. Previous assessments indicated that students in the Elementary Education program needed more instruction in teaching reading. In response to that need, the department added a course titled: “Reading Instruction in the Primary Grades (K-2)” and modified the existing reading course to “Reading Instruction in the Intermediate Grades (3-6).” The department also modified practica in Levels 2 and 3 to provide students with more opportunities to practice reading instruction. Current assessment results suggest that the Elementary Education students are more confident in their teaching skills overall. Continuous program improvement is a guiding principle in the Teacher Education Department. As noted in item 3 below, the department recently conducted a year-long self-study that resulted in several recommendations for program improvement. As the department prepares for the Teacher Education Accreditation Council (TEAC) Inquiry Brief Proposal Review in 2014, the faculty and staff will continue to assess student learning in order to make further improvements. Overall, the faculty and staff are confident that it provides a high-quality teacher education preparation program.

2) With whom did you share the results of the year’s assessment efforts?

Assessment data were shared with the department faculty and staff. Data were also shared with secondary content departments through the University Council on Teacher Education (UCTE).

3) Based on your program’s assessment findings, what subsequent action will your program take?

The Teacher Education faculty and staff completed a comprehensive self-evaluation project called Google Teacher Education beginning fall 2010 through fall 2011. The project was supported from the Provost’s initiative funding that was secured from a proposal submitted by Dean Rasmussen. The results of the project were presented at a faculty retreat held on December 14 and 15, 2011. Each task committee reported its findings and made recommendations based on those findings. Following the
presentations, the faculty and staff engaged in a discussion and prioritized short-term and long-term goals. The following is a summary of actions that were approved at the retreat:

1. Admission requirements: Beginning fall 2012, applicants to the teacher education elementary and special education programs will be required to pass the appropriate Praxis II test and also take the CAAP Writing (essay) assessment. Secondary applicants will be encouraged to take the Praxis II since it is a prerequisite for student teaching, but will not be required to take it until approval from the University Council on Teacher Education (UCTE). Secondary students may continue to take the entire CAAP test.

2. Student grades: If a student receives two C- grades in any professional course, provisional admission status from the program will be revoked. After termination, a student may reapply after one year. This applies to professional coursework and practica only.

3. Lab school: An exploratory committee was formed to look into the viability of starting a charter school that would also serve as a lab school. This initiative resulted in a joint committee being formed between Teacher Education and Child and Family Studies to develop a proposal for a charter kindergarten. The proposal was approved and Weber State Charter Academy will open fall 2013.

4. Graded practica: In order to increase the rigor of each program, faculty developed a proposal to incorporate a graded practicum in levels 2 and 3 of the Elementary Education program and the Secondary Professional core (special education already has the pre-student teaching graded practicum).

5. Math proposal: To address the need for teachers with stronger math content knowledge and pedagogy, a committee was formed to begin discussions with the Math department to explore the possibility of cross-listing Math 2010 and 2020, which would enable Teacher Education to provide an integrated three-course progression for math (Math 2010, Math 2020, and EDUC 4300/4640). The committee would also track CAAP, Praxis, and LMT scores. The math progression would also fit into the proposed 2+2 (associates – bachelors) program.

6. Course realignment: A committee was formed to review the course sequence in the elementary and special education programs. As a result, the committee developed a set of recommendations for course realignment and presented them to the faculty at the April 10, 2012 department meeting. One of the proposals is to have a common foundational core of courses that elementary and special education majors will take together. The recommendations were approved by the faculty at the September 2012 department meeting, and are pending
approval by the college and university curriculum committees. The department also approved the creation of a Pre-
Education Associates degree program. That proposal is also pending approval at the college and university
curriculum committee levels.