

# Teacher Education Assessment Plan

Since teaching is a profession teacher education at Jewell is driven by professional expectations. Thus although there are differences in the majors (pursuant to the different levels of learners and learning with which the two categories of teacher will engage), the learning outcomes for both of these majors are the same.

The overarching teacher education program outcomes are based on critical teaching performances that graduates of both the elementary and secondary education programs must achieve. Thus these performances will be assessed throughout the program (formative, indirect measures) to provide feedback to students about how they can improve their performance and at the conclusion of the program (summative direct measures) to determine that beginning teacher competency has been reached on each of the five overarching outcomes.

The data from each of the summative, direct measurements will be collected systematically and analyzed annually by the education faculty to identify whether or not program adjustments or changes are needed. Data from the formative, indirect measures will be collected by instructors of courses and those instructors will offer suggestions or concerns to the full education faculty as problematic patterns of performance by individuals or groups of students are observed. Concerns related to individual student performance will be addressed through the Care Team process; concerns related to performances by groups of students will be analyzed and discussed by the full Education faculty to determine if program adjustments or changes are needed.

Formative measurement points are noted on individual course syllabi. The summative measurement points are listed below by learning outcome and include notation of the Missouri Standards being addressed by each. Alignment of these learning outcomes with William Jewell College goals is available upon request.

**Undergraduate Learning Outcome #1:** Design coherent, standards-based instruction (lesson plans, unit plans, assessments) using high leverage teaching strategies (as indicated by research) that considers the needs of students and is likely to promote student learning.

## **Summative Direct Measurement:**

- Teaching artifacts during student teaching provides evidence of the teacher candidate's ability to select a variety of appropriate teaching strategies to accomplish varying instructional purposes. Also provides evidence of coherent planning wherein instruction is standards based, includes accurate and deep content, promotes skill development, and the learning objectives are tied to instruction which in turn is tied to assessment.
- Cooperating teacher evaluation of teacher candidate planning performance provides evidence of depth and effectiveness of the teacher candidate's daily, short-term, and long-term planning.
- College supervisor evaluation of teacher candidate performance on Missouri Educator Evaluation System rubric will provide evidence of all of the above.



- Performance should, at a minimum, be at the Emerging-2 level but preferably some will be at the Developing-3 level on each of these quality indicators. See the Student Teaching Rubric in the Student Teaching Manual, an addendum to this Handbook for further detail.

**Summative Indirect Measurement:**

- Missouri beginning teacher survey data about preparation to do the above.

**Undergraduate Learning Outcome #2:** Implement and deliver clear, effective coherent, standards-based instruction (lesson plans, unit plans, assessments) using high leverage teaching strategies (as indicated by research) with accurate content that considers the needs of students and is likely to promote student learning.

**Summative Direct Measurement:**

- Cooperating teacher evaluation of teacher candidate planning performance provides evidence of effective and accurate instructional implementation for specific learning purposes.
- College supervisor evaluation of teacher candidate performance on Missouri Educator Evaluation System rubric will provide evidence of all of the above.
  - Performance should, at a minimum, be at the Emergin-2 level but preferably some will be at the Developing-3 level on each of these quality indicators. See the Student Teaching Rubric in the Student Teaching Manual, an addendum to this Handbook for further detail.

**Summative Indirect Measurement:**

- Missouri beginning teacher survey data about preparation to do the above.
- Missouri employer/principal survey data about the teacher’s ability to do the above in the first and/or second year of teaching.

**Undergraduate Learning Outcome #3:** Design and implement effective assessments which produce useful data about their K-12 students’ performance and use that evidence to inform instructional modification and future instructional planning and implementation.

**Summative Direct Measurement:**

- Cooperating teacher evaluation of teacher candidate’s ability to design assessments tied to instructional objectives and then to determine the meaning of student results and to use that information to inform instruction and planning.
- College supervisor evaluation of teacher candidate performance on Missouri Educator Evaluation System rubric will provide evidence of all of the above.
  - Performance should, at a minimum, be at the Emergin-2 level but preferably some will be at the Developing-3 level on each of these quality indicators. See the Student Teaching Rubric in the Student Teaching Manual, an addendum to this Handbook for further detail.

**Summative Indirect Measurement:**

- Missouri beginning teacher survey data about preparation to do the above.



- Missouri employer/principal survey data about the teacher’s ability to do the above in the first and/or second year of teaching.

**Undergraduate Learning Outcome #4:** Manage the classroom environment to create a respectful productive classroom that promotes effective learning.

**Summative Direct Measurement:**

- The college supervisor’s MEES evaluation provides evidence of a productive learning environment in the student teaching classroom.
- Cooperating teacher evaluation of teacher candidate’s ability to establish preventative rules, routines and procedures, and to manage transitions and instructional activities to promote classroom respect, engagement and individual learning.
- College supervisor evaluation of teacher candidate performance on Missouri Educator Evaluation System rubric will provide evidence of all of the above.
  - Performance should, at a minimum, be at the Emergin-2 level but preferably some will be at the Developing-3 level on each of these quality indicators. See the Student Teaching Rubric in the Student Teaching Manual, an addendum to this Handbook for further detail.

**Summative Indirect Measurement:**

- Missouri beginning teacher survey data about preparation to do the above.
- Missouri employer/principal survey data about the teacher’s ability to do the above in the first and/or second year of teaching.

**Undergraduate Learning Outcome #5:** Become a reflective practitioner by gathering and using information about their own performance from colleagues, and from the literature and professional organizations, and collaborate with other professionals to improve their own practice and the institutions in which they teach.

**Summative Direct Measurement:**

- Thoughtful (complex thinking), accurate completion of the Missouri Professional Competency Profile based on the Missouri Teaching Standards.
- Cooperating teacher evaluation of teacher candidate’s ability to improve teaching performance in response to feedback and to work collaboratively with other professionals in the school. (Quality Indicator 9.1)
- College supervisor evaluation of teacher candidate performance on Missouri Educator Evaluation System rubric will provide evidence of all of the above.
  - Performance should, at a minimum, be at the Emerging-2 level but preferably some will be at the Developing-3 level on each of these quality indicators. See the Student Teaching Rubric in the Student Teaching Manual, an addendum to this Handbook for further detail.

**Summative Indirect Measurement:**

- Missouri beginning teacher survey data about preparation to do the above.
- Missouri employer/principal survey data about the teacher’s ability to do the above in the first and/or second year of teaching.



**Graduate Learning Outcome #1:** Design differentiated instruction and adapt resources to address the differences in students' readiness, needs, and interests within his/her classroom.

**Summative direct measurement:**

- Web-based DI portfolio.

**Summative indirect measurement:**

- Pre-/post practices survey.

**Graduate Learning Outcome #2:** Use the basic tenets of educational research to study his/her own classroom and use the results to inform his/her instructional practice.

**Summative direct measurement:**

- Data analysis paper.
- Research project rubric.
- Literature review.

**Graduate Learning Outcome #3:** Design a data collection plan, including valid and reliable formative and summative assessments, to gather and analyze evidence on student progress towards learning goals and inform instructional practice.

**Summative direct measurement:**

- Data analysis paper.
- Assessment data use to inform instruction.

**Graduate Learning outcome #4:** Communicate the importance of differentiated instruction and describe the important aspects of growth-centered learning environments to colleagues and other publics.

**Summative direct measurement:**

- Persuasive paper DI efficacy.
- Research presentation rubric.



**ASSESSMENT/PROGRAM IMPROVEMENT CYCLE:**

