

## Annual Program Report Narrative

Academic year: 2007-08

Department/Program: **Teacher Education**

Degree program(s): **BSED Elementary Education**

Person(s) preparing report: T. Keyes

Date submitted: 11/17/08

1. List the student learning outcomes (SLOs) that were assessed during the academic year, including those for which data were gathered as well as those for which developmental work was done, such as the creation or piloting of assessment measures.

*See attached assessment grid.*

2. For each learning outcome, describe a) the measures used (at least one-half of the measures used are to be direct measures, and at least one direct measure must be used for each SLO), b) the sample of students from whom data were collected, c) the timetable for the collection, and d) the setting in which the measures were administered.

*See attached assessment grid.*

3. Describe the results of the assessment. (What do they tell you about student learning? What did you learn about strengths and weaknesses of your program?) If specific results are not available, describe the progress that has been made on the initiatives included in the approved assessment plan.

*The “Evidence of Practices” evaluation form, completed by Master Teachers (MTs) during semesters two and three, begins with the “Practice” of “Coherence.” In semester two, MTs complete two, formal observations, including post-observation conferences, addressing criteria A1 and A2 (see “Evidence of Practices” form). In semester three, MTs complete six, formal observations and score Student Teachers (STs) on criteria A3 and A4. These criteria, taken together, suggest competence in coherent instructional planning, including explicit links to standards and appropriate assessment. All of our STs were rated as either “Meets Expectations” or “Exceeds Expectations.” However, feedback from MTs proposed that the criteria NOT be distributed (and divided) over two semesters. In addition, MTs asked that we simplify the observation rubric, which was done by combining a checklist of behaviors observed with a place for a brief description of the teaching episode. Rather, MTs preferred to assess ALL criteria on the “Evidence of Practices” form during the STs third, and final, semester (full-time student teaching). This change was made for the Fall 2008 semester.*

*We will be assessing the evaluation results of STs in light of the following questions: 1) Are there now too many criteria to ask MTs and STs to assess during a single semester? 2) Should we return to a division of these criteria between two semesters? 3) Is it possible to collapse and simplify the criteria under each practice?*

4. Describe the departmental process by which faculty reviewed the assessment procedures and results and decided on the actions and/or revisions that were indicated by them.

*The CARC develops systems to document assessment to ensure consistency in reporting across the COE. Assessment data are entered into the COEAS by program coordinators. This system generates reports by semester and type of assessment. Program coordinators share these data with their program faculty. Program faculty then discuss the results of the assessments and how they inform faculty about their students’ learning. Faculty also examine what the results indicate about the effectiveness of the program overall. Finally the faculty consider whether the assessment method does accurately and effectively evaluate SLOs and program*

*goals. Changes in program procedures, instruction, and assessment may result from a discussion of results. Programs report and discuss results of their assessments at Department Meetings. Department Chairs then share the results of assessment at the College level. The CARC meets regularly to examine college-wide assessment procedures. The chair of CARC and the Associate Dean in charge of assessment meet with Departments and programs to help evaluate and develop ongoing assessment systems that are manageable, effective, and meaningful.*

5. Describe the actions and/or revisions that were implemented in response to the assessment processes and results.

*As indicated above, the changes made, at the request of the MTs, involved the timing of the major assessment of teaching practices (moved entirely to the third, and final, semester, as opposed to being distributed over two semesters) and the format, and rubric, for the observation form. There were also a number of smaller, “fine tunings” of language used on the “Evidence of Practices” form. Finally, faculty discussed the ramifications of moving to a model that places the evaluation of student teachers almost entirely in the hands of the MTs. This semester, as a result of those conversations, all STs are visited, at least once, by a COE Graduate assistant. This person is a non-evaluative “Liaison” whose role it is to communicate any significant problems to the faculty working with the STs*

**6. Given the assessment activities and results to date, describe your assessment plans for the next year (2008-09). If significant changes have been made to degree program SLOs or to the general assessment strategy, please clearly describe.**

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**NCA Assessment Plan Grid: BSED Elementary Education**

Program Goal	Student Learning Objective	COE/ Univ. Goal	Assessment/**PIP/ Course if applicable	Direct/ Indirect	Score Range	Pass Score
Prepare K-8 teachers to align curriculum, instruction and assessment to meet the needs of all students	Lesson/Unit plans demonstrate awareness of learners' capacities and needs.	*U, P, I K,S,R	“Evidence of Practices: Student Teaching Evaluation” (Summative Assessment Document): SectionA: Coherence/ Semester 3/EDUC 400/ PIP 3	Indirect (Based on a minimum of six formal observations)	1--3	2
	Instructional planning is contextual) linked to school community and students' prior experience).	*U,P,I K,S,R	“Evidence of Practices: Student Teaching Evaluation” (Summative Assessment Document): Section D3: Content Knowledge/ Semester 3/EDUC 400/ PIP 3	Indirect (Based on a minimum of six formal observations)	1--3	2
	Teacher provides lessons and activities connecting curriculum to real world experiences	*U,P,I K,S,R	Individual Lesson Plan assignment/Semester 3/ EDUC 400 PIP 3	Direct	Pass/Fail	Pass

\* COE Conceptual Framework for Student Learning Outcomes: U – Understandings, P – Practices, I – Identities

\* University of New Mexico Student Learning Goals: K – Knowledge, S – Skills, R – Responsibilities

Each element within the COE conceptual framework (U, P, I) aligns with the corresponding UNM student learning goal (K,S,R)

**Three-year Plan** – Program will continue to add (or select) a minimum of one *priority* learning goal and two associated student learning objectives each Fall semester that will be assessed in the corresponding academic year. The SLO's will be assessed for ALL students in the program and data from the assessments entered into the electronic COE Assessment System for both Fall and Spring semesters. Program coordinators will share these data with their program faculty and faculty will discuss the results of the assessments. Finally, the faculty will consider whether the assessment methods have accurately and effectively evaluated the priority SLOs and program goals. Changes in program procedures, instruction, and assessment may result from a discussion of results. An “Annual Program Report” on the findings and discussions of faculty will be submitted by the program to the Department Chair each year.

**\*\*PIP (Points in Program)**, – The College of Education, as part of the NCATE accreditation process, developed a “Points in Program - PIP” gateway assessment procedure for tracking students progress through the program. This tracking system has been adopted by all programs across the COE. In this system, student learning objectives are assessed at PIPS 2,3, & 4. The PIP system is described below.

**PIP 1** – Admission requirements

**PIP 2** – Assessments that occur during program coursework

**PIP 3** – Assessments directly related to Field Experiences (student teaching, internships, etc)

**PIP 4** – Program Exit assessments (licensure exams, final projects, comprehensive exams, theses/dissertation defenses, etc)

**Evaluative Rubric for Annual Progress Reports on Assessment of Student Learning**  
**BSED Elementary Education**

<b>Report Elements</b>	<b>Exemplary 3</b>	<b>Acceptable 2</b>	<b>Unacceptable 1</b>	<b>Score for each Element</b>
<i>Degree program student learning outcomes (SLOs) that were assessed during the year</i>	SLOs were stated in terms of measurable knowledge, behavior, value, or disposition.	Not all of the SLOs were stated in measurable terms.	No SLOs were listed.	3
<i>Assessment method/measure for each SLO</i>	Two or more appropriate measures were used for each SLO.	At least one measure was used or developed for each SLO.	Measures were not used or developed or were inadequate or were not discussed.	3
<i>Direct measures (at least 1/2 of the measures used are to be direct measures, and at least one direct measure is to be applied to each SLO.)</i>	At least 1/2 of assessment measures were direct, and there was at least one direct measure for each SLO.	No direct measures were used during the reporting year, but direct measures are part of the plan for next year.	No direct measures were implemented or planned for the next year.	3
<i>Participants (students or alumni involved for each measure)</i>	Participants were identified for each SLO, and valid sample selection described.	Participants were identified for some SLOs, but there was some lack of clarity.	Participants were not identified.	3
<i>Timeframe in which measures were administered or data collected</i>	The timeframe for administration of measures or collection of data was specified.	The timeframe was specified for some SLOs, but not for others or there was some lack of clarity.	The timeframe was not specified.	3

<i>Setting/forum in which measures were administered or data collected</i>	The setting or forum in which each of the measures were administered or data collected was specified.	The setting or forum was specified for some measures, but not for all, or there was lack of clarity.	The setting or forum was not specified.	3
<i>Results</i>	Results were described for each SLO that was assessed.	Results were described for a sub-set of the SLOs and/or there was some lack of clarity.	Results were not described for the SLOs that were to be assessed.	3
<i>Process for data presentation to and discussion by faculty</i>	The process that was used for the interpretation, review, and discussion of the data by the faculty was described.	The process was described for a sub-set of the SLOs and/or there was some lack of clarity.	The process was not described. It is not clear whether the faculty considered the results of the assessment.	3
<i>Actions or revisions implemented based on assessment results</i>	Specific actions or revisions have been or will be implemented based on assessment results.	Specific actions or revisions were described but the report of or plan for implementation was unclear or incomplete in some aspects.	There were no specific actions or revisions described.	3
<i>Description of plans for the coming year (2008-09), including any significant changes to degree program SLOs or to the general assessment strategy</i>	<i>Plans for the coming year and any significant changes in SLOs or the overall assessment strategy are clearly described.</i>	<i>Plans and any significant changes were described but in some aspects the description was unclear or incomplete.</i>	<i>There was no description of plans for the coming year nor were any significant changes in SLOs or assessment strategy described.</i>	3