



SAINT LOUIS  
UNIVERSITY  
Saint Louis University  
Program Assessment Plan

**Program (Major, Minor, Core):** Undergraduate Teacher Education (B.Ed.)

**Department:** Education Studies

**College/School:** School of Education

**Person(s) Responsible for Implementing the Plan:** Robert Cole, Ph.D.; Joseph R. Nichols, Jr., Ph.D.

**Date Submitted:** November 18, 2015

Program Learning Outcomes	Curriculum Mapping	Assessment Methods	Use of Assessment Data
<p><i>What do you expect all students who complete the program to know, or be able to do?</i></p>	<p><i>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</i></p>	<p><i>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</i></p>	<p><i>How does the program use assessment results to recognize success and "close the loop" to inform additional program improvement? How/when is this data shared, and with whom?</i></p>
<p><b>The preservice teacher will explain the central concepts, tools of inquiry, and structures of the teaching discipline.</b></p> <p><u>MEES Standard 1</u> Content knowledge, including varied perspectives, aligned with appropriate instruction.</p> <p>The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these</p>	<p><u>EDI 3940</u> Portfolio Development II</p> <p><u>Content Courses</u> Each certification area (e.g., social studies, English language arts, etc.) has specific content courses that students must take for their teaching field. These courses are aligned with this learning outcome. See individual advising sheets for these courses.</p>	<p><u>Portfolio Artifact (internal)</u> Content knowledge artifact uploaded into Foliotek.</p> <p><u>MOCA (external)</u> Missouri Content Assessment for teacher licensure in specific teaching fields.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	<p>Assessment results are summarized and uploaded into the School of Education's data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

<p>aspects of subject matter meaningful and engaging for students.</p> <p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p> <p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.1</u> The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>			
<p><b>The preservice teacher will evaluate how students learn and develop.</b></p> <p><u>MEES Standard 2</u> Student learning, growth and development.</p> <p>The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</p>	<p><u>EDF 4240</u> Growth Development &amp; Learning</p> <p><u>EDSP 4240/4250</u> Classroom Organization and Management (EC, ECSE, Elem, SpEd) and (Mid, Sec, SpEd)</p> <p><u>EDSP 4470/4480</u> Teaching Methods for Inclusive Classrooms (Elem) and (Middle Secondary)</p> <p><u>EDSP 4540 (for ECSE)</u> Supervised Practicum in ECSE</p>	<p><u>Portfolio Artifact (internal)</u> Development and learning project uploaded into Foliotek.</p> <p><u>Portfolio Artifact (internal)</u> Inclusion case study and modified lesson plan uploaded into Foliotek. Themed unit plan for ECSE uploaded into Foliotek.</p> <p><u>Portfolio Artifact (internal)</u> Behavior management plan uploaded into Foliotek.</p> <p><u>Observation Instrument (external)</u> Student teaching observation</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

<p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p> <p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.2</u> The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p> <p><u>MoSTEP 1.2.3</u> The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p><u>EDSP 4310</u> Education of the Exceptional Individual</p> <p><u>EDI 4940</u> Portfolio Development III</p> <p><u>Student Teaching Internship</u> Practice teaching in the certification field of study.</p>	<p>evaluation.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	
<p><b>The preservice teacher will apply instructional planning to practice teaching situations.</b></p> <p><u>MEES Standard 3</u> Curriculum implementation</p> <p>The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.</p>	<p><u>EDI 4540 (for ECSE &amp; EC)</u> Field Experience: EC Practicum</p> <p><u>EDI 4250 (for Elem.)</u> School Curriculum &amp; Instruction Pre K-6</p> <p><u>EDI 3500/05, 3520/25, 3510/15, 3540/45 (for Middle)</u> Content Methods Courses in teaching discipline.</p>	<p><u>Portfolio Artifact (internal)</u> Lesson plans uploaded into Foliotek.</p> <p><u>Observation Instrument (extrnal)</u> Student teaching observation evaluation.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

<p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p> <p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.4</u> The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p><u>EDI 3300/05, 3310/15, 3320/35 3340/45, 3350/55 (for secondary)</u> Content Methods Courses in teaching discipline.</p> <p><u>Student Teaching Internship</u> Practice teaching in the certification field of study.</p>		
<p><b>The preservice teacher will use a variety of instructional strategies in practice teaching contexts.</b></p> <p><u>MEES Standard 4</u> Critical thinking</p> <p>The teacher uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills.</p> <p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p>	<p><u>Student Teaching Internship</u> Practice teaching in the certification field of study.</p> <p><u>EDI 4940</u> Portfolio Development III</p>	<p><u>Portfolio Artifact (internal)</u> Lesson plans uploaded into Foliotek.</p> <p><u>Observation Instrument (external)</u> Student teaching observation evaluation.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

<p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.5</u> The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>			
<p><b>The preservice teacher will use classroom organization and management strategies in practice teaching situations.</b></p> <p><u>MEES Standard 5</u> Positive classroom environment</p> <p>The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</p> <p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p> <p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p>	<p><u>EDSP 4240/ 4250</u> Classroom Organization and Management (EC, ECSE, Elem, SpEd) and (Mid, Sec, SpEd)</p> <p><u>EDSP 4240/ 4250</u> Classroom Organization and Management (EC, ECSE, Elem, SpEd) and (Mid, Sec, SpEd)</p> <p><u>EDSP 4240/ 4250</u> Classroom Organization and Management (EC, ECSE, Elem, SpEd) and (Mid, Sec, SpEd)</p>	<p><u>Portfolio Artifact (internal)</u> Behavior management plan uploaded into Foliotek.</p> <p><u>Observation Instrument (external)</u> Student teaching observation evaluation.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	<p>Assessment results are summarized and uploaded into the School of Education's data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

<p><u>MoSTEP 1.2.6</u> The preservice 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.</p>			
<p><b>The preservice teacher will model effective communication strategies in educational contexts.</b></p> <p><u>MEES Standard 6</u> The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p> <p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.7</u> The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p><u>Student Teaching Internship</u> Practice teaching in the certification field of study.</p> <p><u>EDI 4940</u> Portfolio Development III</p> <p><u>EDI 3620</u> Cultural Diversity in the Classroom</p> <p><u>EDI 3030</u> Emergent Literacy (for early childhood)</p> <p><u>EDI 4100</u> Literacy and Language Arts in an Integrated Curriculum (for elementary and mild/moderate)</p> <p><u>EDI 3200</u> Reading/Writing Content Field (for middle and secondary)</p> <p><u>EDI 4210</u> Methods of Technology Integration</p>	<p><u>Portfolio Artifact (internal)</u> Multi-modal lesson plan and lesson plans uploaded into Foliotek.</p> <p><u>Portfolio Artifact (internal)</u> Instructional technology project uploaded into Foliotek.</p> <p><u>Observation Instrument (external)</u> Student teaching observation evaluation.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>

<p><b>The preservice teacher uses assessment strategies in practice teaching situations.</b></p> <p><u>MEES Standard 7</u> Student assessment and data analysis.</p> <p>The teacher understands and uses formative and summative strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.</p> <p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p> <p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.8</u> The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p><u>EDI 4420</u> Assessing Classroom Performance</p> <p><u>EDI 4440</u> Assessment in EC</p> <p><u>EDI 4940</u> Portfolio Development III</p> <p><u>Student Teaching Internship</u> Practice teaching in the certification field of study.</p>	<p><u>Portfolio Artifact (internal)</u> Instructional assessment project uploaded into Foliotek.</p> <p><u>Observation Instrument (external)</u> Student teaching observation evaluation.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>
--	--	--	--

<p><b>The preservice teacher will use reflection to analyze teaching.</b></p> <p><u>MEES Standard 8</u> Professionalism.</p> <p>The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.</p> <p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p> <p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.9</u> The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p><u>EDR 4970</u> Action Research for Educators</p> <p><u>EDI 4860/4870</u> Professional Development Seminar (EC,Elem,SpEd, ECSE) and (Middle,Sec,SpEd)</p> <p><u>EDI 4940</u> Portfolio Development III</p> <p><u>Student Teaching Internship</u> Practice teaching in the certification field of study.</p>	<p><u>Portfolio Artifact (internal)</u> Action research project uploaded into Foliotek.</p> <p><u>Portfolio Artifact (internal)</u> Ethics case study uploaded into Foliotek.</p> <p><u>Observation Instrument (external)</u> Student teaching observation evaluation.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>
<p><b>The preservice teacher describes how relationships with students, families, school colleagues, and</b></p>	<p><u>EDI 4940</u> Portfolio Development III</p>	<p><u>Portfolio Artifact (internal)</u> Reflection about relationships uploaded into Foliotek.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a</p>



<p><b>community members affects teaching and learning.</b></p> <p><u>MEES Standard 9</u> Professional collaboration.</p> <p>The teacher has effective working relationships with students, families, school colleagues, and community members.</p> <p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p> <p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.10</u> The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.</p>	<p><u>Student Teaching Internship</u> Practice teaching in the certification field of study.</p>	<p><u>Observation Instrument (external)</u> Student teaching observation evaluation.</p> <p><u>MoPTA (external)</u> Missouri Performance Teaching Assessment for teacher licensure in specific teaching fields.</p>	<p>semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are submitted and monitored on a yearly basis.</p>
<p><b>The preservice teacher applies theories of instructional technologies in educational settings.</b></p> <p><u>MoSPE Standard 1</u> Academics: Candidates demonstrate knowledge and application of general education, content knowledge, and pedagogy.</p>	<p><u>EDI 4210</u> Methods of Technology Integration</p> <p><u>EDI 3890</u> Technology Applications for Professionals</p> <p><u>EDI 4940</u> Portfolio Development III</p>	<p><u>Portfolio Artifact (internal)</u> Program Portfolio or EDI 3890 final reflection uploaded into Foliotek.</p>	<p>Assessment results are summarized and uploaded into the School of Education’s data dashboard on a semester or yearly basis—depending on the nature of the data. Programs and concentration areas discuss data in their meetings, make decisions about what the data mean, and develop action plans for improvement. Those action plans are</p>

<p><u>MoSPE Standard 3</u> Field &amp; Clinical Experiences: Field and clinical experiences, offered in collaboration with PK-12 schools, support the development of educators.</p> <p><u>MoSTEP 1.2.11</u> The preservice understands theories and applications</p>			submitted and monitored on a yearly basis.
--	--	--	--

\*\* The School of Education employs several other program assessment measures to evaluate the quality of our programming. Although these measures are not explicitly tied to the learning outcomes, they provide important feedback about a student’s overall experience matriculating through their degree program. As such, these measures are key parts of our assessment system.

Focus groups

The undergraduate teacher education program conducts focus groups of program completers every semester. Although these focus groups ask students to discuss their overall experience in their program, students can talk about the core curriculum during these interviews.

End of program surveys

The School of Education collects a variety of end of program surveys. These surveys focus on coursework as well as the quality of auxiliary services such as advising, the deans office, etc.

Student evaluation of courses

We collect student evaluations after every course in the School of Education, including core courses. These surveys provide important information on a student’s experience in specific courses which help us make decisions about whether or not the course is doing what is designed to do.

GPA admission requirements

Students must have a minimum 2.75GPA to be admitted to a certification program.

\*\*\*\*\*

- 1. It is not recommended to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.**

The School of Education collects and analyzes data on the undergraduate teacher education learning outcomes every year. The data from these assessment measures are collected from September 1-August 31. This data is summarized and uploaded into the School of Education's data dashboard on a semester or yearly basis—depending on the nature of the data. The core curriculum program faculty review the data from these assessment measures on a yearly basis every fall semester.

The review and reporting process for this assessment plan is monitored by the School of Education's assessment committee. Specifically, the Director of Undergraduate Teacher Education and the Director of Assessment are responsible for making sure this plan is implemented and that data-based program improvement decisions are made and used by faculty.

- 2. Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

This question is not applicable to the School of Education's core curriculum assessment plan.

- 3. The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.). Describe the process through which your academic unit created this assessment plan. Include the following:**

- a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)**

The core curriculum assessment plan is reviewed in accordance with the School of Education's accreditation and program review cycle. The School of Education's assessment committee is responsible for reviewing and making changes to this assessment plan. The Director of Assessment is responsible for making sure the assessment committee monitors and reviews this plan at the appropriate time.

**b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.**

Student input is gathered through focus groups. We ask students a variety of questions about their experiences in the program, what we can do to change our programming, etc.

**c. What external sources were consulted in the development of this assessment plan?**

The following external sources were consulted when making this plan:

- Missouri Department of Elementary and Secondary Education's assessment system.
- Missouri Department of Elementary and Secondary Education's standards for teacher preparation programs.
- Missouri Department of Elementary and Secondary Education's teacher evaluation system and learning continuum.
- Saint Louis University's assessment planning materials and learning outcomes.
- Council for Accreditation on Educator Preparation's standards for accrediting teacher preparation programs and the organizations white papers and resources.

**d. Assessment of the manageability of the plan in relation to departmental resources and personnel.**

The School of Education has the departmental resources and personnel to manage this plan. We have a full-time Director of Assessment as well as an assessment governing committee.