

# Program Plan and Findings: Four Column Layout



## Program (EHS) - STLES - Secondary Education (BS) - 182

**Program Mission Statement:** The College of Education, Health & Aviation (CEHA) consists of a community of scholars whose mission is to prepare and develop professionals to facilitate life-long learning and enrich the quality of life for individuals in diverse settings. The college leads in the generation of knowledge in our professional areas and advances professional development through teaching, research, and outreach. The broad mission of the School of Teaching, Learning & Educational Sciences (STLES) is to prepare educational professionals to work with diverse populations in various settings. As a community of scholars, we generate knowledge, promote learning and understanding, and foster personal and professional growth through teaching, research, service, and outreach.

The Secondary Education program in STLES is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and leads to a B.S. degree and to a K-12 Teaching Certification. To meet national professional accreditation standards as well as state standards of the Office of Educational Quality and Accountability (OEQA), secondary teacher candidates must prepare a professional portfolio whose artifacts demonstrate that a student has made progress toward and achieved the required goals and standards. Secondary teacher candidates who complete the program, the professional portfolio and pass the state certification tests (OGET, OSAT, OPTE and PPAT), in their respective field, meet the requirements for an Oklahoma initial teaching license, enabling graduates to teach in grades 6-12 (English, social studies) or in K-12 (art & foreign language).

### Program Information

*2019 - 2020*

#### Program Information

**Assessment Coordinator's Name:** Shanedra Nowell

**Assessment Coordinator's E-mail Address:** shanedra.nowell@okstate.edu

**Number of Students Enrolled in the Program:**

**Total Number of Students Graduated:**

**Number of Student Graduates from Stillwater Campus:**

**Number of Student Graduates from Tulsa Campus:** 0

**Were university assessment funds used by the department/program for assessment activities?:** Yes

**If yes, describe how funds were used and the contribution the funds had on the assessment process:** University assessment funds were used to assess portfolio submissions from enrolled students.

### Annual Executive Summaries

*2019 - 2020*

**Program Assessment Coordinator:** Shanedra Nowell

#### Plan Review and Approval

**Date Current Plan Was Reviewed and Approved:** 09/15/2015

**Date of Future Plan Review and Approval:** 10/31/2020

### **Summary of Assessment Findings**

**Describe overall assessment findings and faculty members' interpretation of the assessment results:** Secondary Education faculty have reviewed the data and noted that candidates, as a whole, met the minimum standards for all learning outcomes. On the professional portfolio, Secondary Education candidates had average rating scores of 2.5 ( which is above the 2.0 threshold), which meets standards in all areas. As a whole, Secondary Education candidates also have met minimum requirements across the three state certification examinations for teacher certification: the OGET, OSAT, and OPTE. Finally, Secondary Education candidates have met the minimum score on all PPAT tasks. Although the numbers of students who completed the PPAT was lower this year because of the constraints Covid placed on students' internships, the scores received were exemplary. This would suggest that the Secondary Education program is doing a good job of helping candidates obtain the academic content needed for teaching secondary/K-12 students; understanding the needs of diverse learners; how to provide learning opportunities that support student academic, social, and physical development; how to create instructional opportunities that meet the needs of diverse learners; and how to collaborate to foster student learning.

### **Dissemination of Findings**

**Describe the individual(s) or committee responsible for reviewing and interpreting assessment data:** Dr. Shanedra Nowell is the Secondary Education Program Coordinator for the 2020-2021 school year.

**Describe the process for sharing and discussing assessment findings with program faculty:** These assessment results directly with the Secondary Education faculty. Further, the report will be shared with Dr. Shelbie Witte, School Head of School of Teaching, Learning, and Educational Sciences; Dr. Robin Fuxa, Director of the Professional Education Unit; and Dr. Stephan Wilson, Dean of the College of Education and Human Sciences.

### **Program Improvements Based on Assessment**

**Based on data collected this year, what changes are being considered or planned for the program?:** Secondary Education faculty continue to hold "Constructed Response" workshops for candidates at least once per year. Our assessment office has tracked those candidates who attend these workshops and their performance on future state tests for teacher licensure. Preliminary data from tracking these candidates indicates that those who attend the workshops are outperforming other candidates on the constructed response items. Faculty continue to encourage all candidates to attend these sessions. In addition, faculty will continue to implement the PPAT language and practice into their coursework. We plan to implement PPAT help sessions related to each Task in the coming year to help students succeed at the new assessment.

**Based on this year's findings, what (if any) changes are planned for the assessment process?:** A new revised Assessment Plan should be completed in the coming year. With the OPTE being phased out, there will be more of a focus on PPAT data.

**Describe the process for implementing these changes/planned program improvements:** The Professional Education Unit and the STLES Data Coordinator will suggest program and assessment changes. The Secondary Program Coordinator will work to implement the needed changes.

**Program Improvements Made in the Last Year:** Course Improvements, Assessment Measure Improvements, Improved Faculty Understanding or Buy-In

**"Other" Improvements:**

**Goals for the Coming Year:** Revising the existing Assessment Plan; Full Integration of PPAT language & practice assessment in coursework across all Secondary content areas; Improved Data Collection

**Is this Summary Report Complete?:** Yes

**List all individuals associated with this report preparation:** Shanedra Nowell; Judy Nalon

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<b>Content Knowledge</b> - Student demonstrates Content Knowledge: Portfolio II: INTASC Standard 4, LEADS 3.1 <b>Outcome Status:</b> Active <b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019	<b>Portfolio Review</b> - submissions used to assess his/her level of learning related to each learning outcome. The submissions occur during different semesters of their professional education program, the final submission is during the	<b>Reporting Period:</b> 2019 - 2020 <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) Secondary Education candidates scored an average of 2.5 on their Submission II portfolio demonstrating content knowledge. (09/18/2020) <b>Number of Students Assessed:</b> 38 <b>Number of Successful Students:</b> 38	<b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their understanding of content knowledge through their pedagogical methods and content area coursework. Faculty

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>- 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Knowledge</p> <p><b>Reason for Archival:</b></p>	<p>candidates' student teaching semester. The required artifacts of the portfolios are created as assignments in classes, field experiences and internships. Additionally, students complete reflective writings about the Core Concepts of the Professional Education Unit (LEADS) and their accomplishments in their fields of teaching. The portfolios are evaluated/scored by external reviewers who are certified classroom teachers, randomly selected from a pool of highly recommended public/private schools. Most are nationally board certified teachers (all are state certified teachers) who are trained and experienced in evaluating portfolios. The reviewers are paid by stipends and they evaluate multiple portfolios.</p> <p>Students' portfolios ratings represent their final scores on the assessed artifacts for the learning outcomes. Each artifact is assessed with a rating rubric ranging from 3 (high) to 0 (unacceptable).</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> Students will receive scores of 0, 1, 2 or 3 on each assessment standard of the portfolio. If a student receives a score of 1 on any standard, they are given a Plan of Improvement and specific instructions/suggestions from the reviewers to correct/revise the narrative. The revision must be completed and resubmitted within 2 weeks. Students must receive 2's or</p>	<p><b>How were students selected to participate in the assessment of this outcome?:</b> All Secondary Education candidates complete the Portfolio Submission II during their senior year. This assessment must be completed before their internship.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by the professional portfolio.</p> <p><b>Related Documents:</b></p> <p><a href="#">Table 1_Portfolio Sub II Content Knowledge.docx</a></p>	<p>continually evaluate effectiveness of both courses and coursework, based on CAEP Standards for content areas (Mathematics, Science, Social Studies, and English Language Arts). (09/18/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>3's on the score in order to pass the portfolio. The expectation of secondary faculty is that all students will persevere with the revisions and pass the portfolio, if they do not, they are dropped from the program.</p> <p><b>Timeline for Assessment:</b> Each Semester</p> <p><b>Other Assessment Type:</b></p> <p><b>Capstone Assignment - PPAT Assessment Task 3:</b> PPAT Assessment Task 3-Each candidate is required to prepare and submit PPAT Task 3 during their internship semester in order to assess their ability to develop content related instruction, use of technology, and to facilitate student learning.</p> <p>Course instructors or ETS raters evaluate each candidate's PPAT Task 3, including artifacts submitted to meet outcomes selected for this assessment. PPAT Task 3 rates candidates for InTASC Standards 1-4; 6-9.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> All candidates applying for initial teacher licensure through OSU must successfully complete the PPAT Assessment and receive acceptable scores on Task 3 (average of 2.6 or above).</p> <p><b>Timeline for Assessment:</b> Each Semester</p> <p><b>Other Assessment Type:</b></p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) Secondary Education candidates scored an average of 12.2 (out of 16) on their PPAT Task 3 demonstrating content knowledge. (09/18/2020)</p> <p><b>Number of Students Assessed:</b> 19</p> <p><b>Number of Successful Students:</b> 19</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> All Secondary Education candidates, who were in their clinical practice internship (student teaching), completed the PPAT Task 3. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by Task 3 of the PPAT.</p> <p><b>Related Documents:</b> <a href="#">Table 2_PPAT Task 3 Content Knowledge.docx</a></p>	<p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their understanding of content knowledge through the completion of PPAT Task 3 so they are able to develop content related instruction to facilitate student learning. (09/18/2020)</p>
	<p><b>Comprehensive, Certification, or Professional Exam(s) - Oklahoma Subject Area Test (OSAT):</b> All Secondary education majors must attempt the OSAT exam in the</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) On average, Secondary candidates' total scores were above the minimum score of 240 most exams. Secondary Education candidates, on average, which indicates</p>	<p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their understanding of content knowledge through coursework and constructed</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>designated content area in order to apply for a clinical practice internship.. Minimum required score for OSAT set by Oklahoma's Office of Educational Quality and Accountability (OEQA) is 240.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> All candidates must receive the minimum required score (240) for OSAT set by Oklahoma's Office of Educational Quality and Accountability (OEQA).</p> <p><b>Timeline for Assessment:</b> Each semester</p> <p><b>Other Assessment Type:</b></p>	<p>adequate content knowledge. (09/18/2020)</p> <p><b>Number of Students Assessed:</b> 32</p> <p><b>Number of Successful Students:</b> 30</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> All Secondary Education candidates must take the OSAT in their specific content area to receive a student teaching internship placement. These candidates' scores used for this report were a part of the Professional Education Unit's database</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, most candidates in the Secondary Education program met the standards set by the state testing of content knowledge. Some Art Education candidates struggled with the OSAT.</p> <p><b>Related Documents:</b></p> <p><a href="#">Table 3_6_OSAT Content Knowledge.docx</a></p>	<p>response workshops. Faculty will also continue to embed content into the methods courses. (09/18/2020)</p>
<p><b>Management of Instruction</b> - Student demonstrates effective instructional skills to meet the needs of diverse learners and demonstrates effective management of instructional environments. Portfolio II: INTASC Standards 1/2/7; LEADS 3.3/4</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Skills</p> <p><b>Reason for Archival:</b></p>	<p><b>Portfolio Review</b> - This assessment has the same explanation as D1 above.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> This assessment has the same explanation as D1 above.</p> <p><b>Timeline for Assessment:</b> Each semester</p> <p><b>Other Assessment Type:</b></p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) Secondary Education candidates scored an average of 2.6 on their Submission II portfolio demonstrating an understanding of effective management of instructional environments. (10/04/2020)</p> <p><b>Number of Students Assessed:</b> 37</p> <p><b>Number of Successful Students:</b> 37</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> All Secondary Education candidates complete the Portfolio Submission II during their senior year. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by the professional portfolio.</p> <p><b>Related Documents:</b></p> <p><a href="#">Table 11_Portfolio Submission II Managment of Instruction.docx</a></p>	<p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their understanding of effective management in the instructional environment. (10/04/2020)</p>
	<p><b>Capstone Assignment</b> - PPAT Assessment Task 4: Each candidate is required to prepare and submit PPAT Task 4</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) Secondary Education candidates scored an average of 23.9 (out of 32) on their PPAT Task 4 demonstrating the use of</p>	<p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their completion of demonstrate effective</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>during their internship semester in order to assess their ability to plan and implement a lesson using content standards-based instruction; to adjust instruction for the whole class and individual students; and show an understanding of reflective practice.</p> <p>Course instructors evaluate each candidate's PPAT Task 4, including artifacts submitted to meet outcomes selected for this assessment. PPAT Task 4 rates candidates for INTASC Standards 1-9.</p> <p><b>* Learning Outcome</b></p> <p><b>Goal/Benchmark:</b> All candidates applying for initial teacher licensure through OSU must successfully complete the PPAT Assessment and receive acceptable scores on Task 4 (average of 2.6 or above).</p> <p><b>Timeline for Assessment:</b> Each semester</p> <p><b>Other Assessment Type:</b></p>	<p>effective management of instructional environments. (10/04/2020)</p> <p><b>Number of Students Assessed:</b> 19</p> <p><b>Number of Successful Students:</b> 19</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> Most Secondary Education candidates, who were in their clinical practice internship (student teaching), completed the PPAT Task 4 [This number is lower because on covid constraints]. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by Task 4 of the PPAT.</p> <p><b>Related Documents:</b></p> <p><a href="#">Table 12_PPAT Task 4 Management of Instruction.docx</a></p>	<p>management of instructional environments. (10/04/2020)</p>
<p><b>Learning Engagement</b> - Students use Best Practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success--- Portfolio II: INTASC Standards 2 &amp; 3; LEADS 3.4/4</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Disposition</p>	<p><b>Portfolio Review</b> - Portfolio Review: Each candidate is required to submit a Professional Education Portfolio used to assess their level of learning related to each outcome. The artifacts required in the portfolio are created as assignments in classes or in field experiences such as their internship. In addition, candidates complete reflective writings about the Core Concepts of the Professional Education Unit, document their grades through official transcripts, and submit evidence of relevant accomplishments in the field of</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) Secondary Education candidates scored an average of 2.6 on their Submission II portfolio demonstrating an understanding of pedagogy. (10/04/2020)</p> <p><b>Number of Students Assessed:</b> 37</p> <p><b>Number of Successful Students:</b> 37</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> All Secondary Education candidates complete the Portfolio Submission II during their senior year. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by the professional portfolio.</p>	<p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their understanding of effective instructional skills that meet the needs of diverse learners. (10/04/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p><b>Reason for Archival:</b></p>	<p>teaching. All candidates applying for initial teacher licensure through OSU must successfully develop and present a Professional Education Portfolio with acceptable scores on all artifacts.</p> <p>External reviewers (certified classroom teachers) will evaluate each candidate's portfolio including artifacts submitted to meet outcomes selected for this assessment. These reviewers will be randomly selected from a pool of highly recommended classroom teachers who teach in either public or private schools. Most will be nationally board certified teachers (all will be state certified teachers) and all either were or will be trained and experienced in evaluating portfolios. Reviewers will be paid by stipends and they will evaluate the portfolios. Each reviewer will evaluate an average of five or six portfolios. Their portfolio ratings represent candidates' final scores on the assessed artifacts for InTASC Standards 1-10.</p> <p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> All candidates must receive a passing score on the Professional Education Portfolio.  <b>Timeline for Assessment:</b> Each semester  <b>Other Assessment Type:</b>  <b>Comprehensive, Certification, or Professional Exam(s)</b> - Oklahoma Professional Teaching Exam (OPTE): The OPTE is designed to assess</p>	<p><b>Related Documents:</b>  <a href="#">Table 9_Portfolio Submission II Pedagogy.docx</a></p> <p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) Although, candidates were below the minimum score of 240 on Subareas 5 &amp; 6, Secondary Education candidates, on</p>	<p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their understanding of pedagogy through coursework</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>professional knowledge and skills needed by entry level Oklahoma Educators. The PEU recommends that candidates take this exam during the final (clinical practice) semester since this is the time when most or all of professional education course work will be completed. Minimum required score for OPTE set by Oklahoma's Office of Educational Quality and Accountability (OEQA) is 240.</p> <p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> All candidates must receive the minimum required score (240) for OPTE set by Oklahoma's Office of Educational Quality and Accountability (OEQA).  <b>Timeline for Assessment:</b> Each Semester  <b>Other Assessment Type:</b></p> <p><b>Capstone Assignment - PPAT Task 2-</b> Each candidate is required to prepare and submit PPAT Task 2 during their internship semester in order to assess their ability to understand, analyze, and apply assessment data in order to measure and inform student learning.</p> <p>Course instructors or ETS raters evaluate each candidate's PPAT including artifacts submitted to meet outcomes selected for this assessment. PPAT Task 2 rates candidates for INTASC Standards 1-2; 6-9.</p> <p><b>* Learning Outcome</b></p>	<p>average, scored at a passing level or above overall on the OPTE, which indicates adequate understanding of instructional skills that meet the needs of diverse learners. The reported scores on Subareas 5 &amp; 6 are constructed response items, which correspond with the multiple-choice items in Subareas 1, 2, &amp; 3. (10/04/2020)</p> <p><b>Number of Students Assessed:</b> 9  <b>Number of Successful Students:</b> 9  <b>How were students selected to participate in the assessment of this outcome?:</b> Secondary Education candidates, who wished to be recommended for certification, must successfully pass the OPTE or PPAT. Because of the constraints of Covid on the PPAT, a few students completed this assessment. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by the state testing agencies on the OPTE, which demonstrates an understanding of pedagogy.</p> <p><b>Related Documents:</b>  <a href="#">Table 7_OPTE Pedagogy.docx</a></p> <p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient) Secondary Education candidates scored an average of 9.3 (out of 12) on their PPAT Task 2 demonstrating the use of effective instructional skills to meet the needs of diverse learners. (10/04/2020)</p> <p><b>Number of Students Assessed:</b> 14  <b>Number of Successful Students:</b> 14  <b>How were students selected to participate in the assessment of this outcome?:</b> Most Secondary Education candidates, who were in their clinical practice internship (student teaching), completed the PPAT Task 2. Because of the constraints of Covid, some candidates were not to complete this assessment. The candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p><b>What do the findings suggest about student achievement</b></p>	<p>and constructed response workshops. (10/04/2020)</p> <p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their understanding of pedagogy through the completion of PPAT Task 2 so they are able to demonstrate effective instructional skills that meet the needs of diverse learners. (10/04/2020)</p>



Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p><b>Goal/Benchmark:</b> All candidates applying for initial teacher licensure through OSU must successfully complete the PPAT Assessment and receive acceptable scores on each Task 2 (average of 2.6 or above).</p> <p><b>Timeline for Assessment:</b> Each semester</p> <p><b>Other Assessment Type:</b></p>	<p><b>of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by ETS on Task 2 of the PPAT.</p> <p><b>Related Documents:</b>  <a href="#">Table 10_PPAT Task 2 Pedagogy.docx</a></p>	
<p><b>Leadership and Collaboration -</b> Student Interns foster positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of candidates' learning and well-being; interns seek appropriate leadership roles and opportunities to take responsibility. Portfolio II; INTASC Standard 10; LEADS 1</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Year:</b> 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020</p> <p><b>Start Date:</b></p> <p><b>Archived Date:</b></p> <p><b>Outcome Type:</b> Skills</p> <p><b>Reason for Archival:</b></p>	<p><b>Portfolio Review -</b> Each candidate is required to submit a Professional Education Portfolio used to assess their level of learning related to each outcome. The artifacts required in the portfolio are created as assignments in classes or in field experiences such as their internship. In addition, candidates complete reflective writings about the Core Concepts of the Professional Education Unit, document their grades through official transcripts, and submit evidence of relevant accomplishments in the field of teaching. All candidates applying for initial teacher licensure through OSU must successfully develop and present a Professional Education Portfolio with acceptable scores on all artifacts.</p> <p>External reviewers (certified classroom teachers) will evaluate each candidate's portfolio including artifacts submitted to meet outcomes selected for this assessment. These reviewers will be randomly selected from a pool of highly recommended classroom teachers who teach in either public</p>	<p><b>Reporting Period:</b> 2019 - 2020</p> <p><b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)</p> <p>Secondary Education candidates scored an average of 2.3 on their Submission II portfolio demonstrating an understanding the necessity of leadership and collaboration to support student learning. (10/04/2020)</p> <p><b>Number of Students Assessed:</b> 37</p> <p><b>Number of Successful Students:</b> 37</p> <p><b>How were students selected to participate in the assessment of this outcome?:</b> All Secondary Education candidates complete the Portfolio Submission II during their senior year. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p><b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by the professional portfolio.</p> <p><b>Related Documents:</b>  <a href="#">Table 13_Portfolio Submission II Leadership.docx</a></p>	<p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in the importance of fostering positive interactions with school colleagues, parents/families, and organizations in the community in order to support student learning. (10/04/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>or private schools. Most will be nationally board certified teachers (all will be state certified teachers) and all either were or will be trained and experienced in evaluating portfolios. Reviewers will be paid by stipends and they will evaluate the portfolios. Each reviewer will evaluate an average of five or six portfolios. Their portfolio ratings represent candidates' final scores on the assessed artifacts for INTASC Standards 1-10.</p> <p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> All candidates must receive a passing score on the Professional Education Portfolio.  <b>Timeline for Assessment:</b> Each semester  <b>Other Assessment Type:</b>  <b>Capstone Assignment - PPAT Assessment Task 1:</b>            Each candidate is required to prepare and submit PPAT Task 1 during their internship semester in order to assess their ability to understand their students, school, and community, as well as how these factor affect instruction and student learning.            Content area faculty/course instructors evaluate each student's PPAT including artifacts submitted to meet outcomes selected for this assessment. PPAT Task 1 rates candidates for INTASC Standards 1-4;6-10.</p> <p><b>* Learning Outcome</b>  <b>Goal/Benchmark:</b> All candidates applying for initial teacher licensure</p>	<p><b>Reporting Period:</b> 2019 - 2020  <b>Conclusion:</b> 3 - Meets Program Expectations (Proficient)            Secondary Education candidates scored an average of 3.0 on their PPAT Task 1 demonstrating their ability to foster positive interactions with school colleagues, parents/families, and organizations in the community to support student learning. (10/04/2020)  <b>Number of Students Assessed:</b> 29  <b>Number of Successful Students:</b> 29  <b>How were students selected to participate in the assessment of this outcome?:</b> All Secondary Education candidates completed the PPAT Task 1 during their senior year. These candidates' scores used for this report were a part of the Professional Education Unit's database.  <b>What do the findings suggest about student achievement of this learning outcome?:</b> On average, all candidates in the Secondary Education program met the standards set by Task 1 of the PPAT.  <b>Related Documents:</b>  <a href="#">Table 14n_PPAT Task 1 Leadership and Collaboration.docx</a></p>	<p><b>Use of Findings (Actions):</b> Faculty will continue to support candidates in their completion of PPAT Task 1 so they are able to demonstrate the understanding of the importance of leadership and collaboration to help support student learning. (10/04/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>through OSU must successfully complete the PPAT Assessment and receive acceptable scores on Task 1 (average of 2.6 or above).</p> <p><b>Timeline for Assessment:</b> Each semester</p> <p><b>Other Assessment Type:</b></p>		