



College of Education, School of Teaching and Curriculum Leadership

Career and Technical Education – undergraduate

Assessment Report Form for 2015-2016 Academic Year

Date of Report: 9/15/2016

Name of Person Submitting Report: Mary Jo Self

A. Program Information:

Assessment Coordinator's Name: Mary Jo Self

Assessment Coordinator's Email Address: Marvjo.self@okstate.edu

Number of students enrolled in the program 2015-2016: 361

Number of students graduated in 2015-2016: 9

B. Program Mission Statement

In the box below, provide the mission statement for the program.

The mission of the School of Teaching and Curriculum Leadership (STCL) is the study of schooling and the education of professionals for meaningful work with diverse individuals across the life span in schools, industry, higher education, and clinical settings at the state, national and international levels. This mission is focused on the integrated study of curriculum, instructional process, professional development, and educational leadership. Consistent with the goals of OSU's Professional Education Council's Core Concepts and Goals Statement, faculty strives to demonstrate and perpetuate teaching based on theory and research-driven educational practices. The overarching goals for professional education in the School of Teaching and Curriculum Leadership are to educate students in the fields of curriculum and instruction and to prepare students for professional opportunities in education. The Career and Technical Education program is accredited by the National Council for Accreditation (NCATE). In order to meet national professional standards and accreditation standards including standards of the Oklahoma Commission for Teacher Preparation, students must prepare a professional portfolio whose artifacts demonstrate that a student has made progress toward and achieved required goals and competencies.

C. University Assessment Funds

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

X ☒ Yes ☐ No

Assessment funds were used by the Professional Education Unit to review the CTED portfolios. This is a necessary step for the portfolios to be reviewed by outside trained reviewers not by program faculty to ensure objectivity.

D. Student Learning Outcomes

On the pages that follow, list the Student Learning Outcomes associated with the program identified in this assessment form.

D1) Student Learning Outcome #1: Verification of Occupational competency in the content area to be taught. For Trade and industrial education teachers, this exam is the National Occupational Competency Testing Institute (NOCTI) exam for each specific area. For business, marketing and technology education, the exam is the Oklahoma Subject Area Test (OSAT). Overall scores and six sub area scores are provided.

Identify opportunities for students to learn this outcome during the 2015-2016 academic year:

Test competencies aligned with Subject Matter Competencies which are included in the Major Requirements and Professional Education courses on the B.S. degree in CTED. Each of the subject areas such as business, marketing and technology education has a separate OSAT test.

How many students were included in the assessment of this outcome?

Trade and Industrial Education –72 students

How were students selected to participate in the assessment of this outcome?

All students participated in the assessment. Successful completion of this assessment is required to move on into the next levels of the programs.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|---|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| x <input checked="" type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | | Click here to specify. |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

The students are informed by the academic advisers and the professional education unit certification specialist about test dates and when it would be appropriate to take the exam.

Did your department/program faculty have a goal set for this learning outcome? x☒ Yes ☐ No

The goal set by program faculty would be an 85% pass rate on ALL of the certification exams.

Provide a summary of the results from the assessment of Learning Outcome 1.

Trade and Industrial Education – 100% pass rate

Business and Information Technology Education – three students took the exam; all three passed the exam.

What do the results suggest about student achievement of this learning outcome?

The results suggest that T & I students are very competent in their respective skill areas. The program also is aware that in order for that student to continue teaching in the career and technical system in Oklahoma they must pass the NOCTI exam.

The program is highly encouraging all students to take the Constructed Response workshop offered by the Professional Education Unit. Historically, the constructed response section of the exam has been more difficult for students to pass.

Timeline for the Assessment

☒ Each Semester

☐ Yearly

☐ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 1 occurs on a cycle or rotation, click here to describe and provide the rationale.

D2) Student Learning Outcome #2: Professional Education portfolio Each student is required to submit a Professional Education Portfolio which is 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 student teaching. In addition, students 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 students applying for initial teacher licensure through OSU must successfully develop and present a Professional Education Portfolio with acceptable scores on all artifacts.

Identify opportunities for students to learn this outcome during the 2015-2016 academic year:

Students are informed by academic advisers and program faculty at times of enrollment and advisement as within ALL courses taught in the program. Additionally, the professional education unit maintains a helpful website with relevant information.

How many students were included in the assessment of this outcome?

2

How were students selected to participate in the assessment of this outcome?

The portfolio is a requirement of teacher certification so if a student is pursuing teacher certification and they are if they are on these degree sheets, they must complete this assessment.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| <input type="checkbox"/> Rating of skills (e.g., rubrics) | <input type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| x <input checked="" type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Course project | | Click here to specify. |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Each student is required to submit a Professional Education Portfolio which is used to assess their level of learning. The artifacts required in the portfolio are created as assignments in classes or in field experiences such as student teaching. In addition, students 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 students applying for initial teacher licensure through OSU must successfully develop and present a Professional Education Portfolio with acceptable scores on all artifacts.

Did your department/program faculty have a goal set for this learning outcome? ☐ Yes ☒ No

A goal has not been set.

Provide a summary of the results from the assessment of Learning Outcome 2.

CTED Portfolio Scores for Annual Assessment

Competency	Fall 2015 (n=1)	Spring 2015 (n=1)	Total (n=2)
Competency A	3	3	3
Competency B	3	3	3
Competency C	3	3	3
Competency B & C	3	3	3
Competency E	3	3	3
Competency J	3	3	3
Average Score	3	3	3

Portfolio Ratings Rubric:

Each portfolio artifact (A, B, C, E, & J) will be assessed with a ratings rubric by a faculty reviewer. Ratings range from 3 (high) to 0 (unacceptable)

Score of 3: Exceeds Standard-Exceptionally well written, creative artifacts and a demonstrated clear understanding of OK General Competencies and OSU Core Values.

Score of 2: Meets Standard –Clearly written and creative artifacts that demonstrate an understanding of OK General Competencies and OSU Core Values.

Score of 1: Approaches Standard—Somewhat disorganized writing and little understanding of OK General Competencies and little understanding of OSU Core Values.

Score of 0: Unacceptable—No control of writing process or understanding of OK General Competencies and OSU Core Values.

What do the results suggest about student achievement of this learning outcome?

A. Student demonstrates content knowledge.

Assessment method—The assessment method used to evaluate this student learning outcome is Portfolio Artifact for Competency A: The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

B. Student demonstrates effective instructional skills to meet the needs of diverse learners.

Assessment method—The assessment method used to evaluate this student learning outcome is Portfolio Artifacts for Competencies B & C. A single score for both B & C and the average scores of B & C will be used.

Competency B: The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

Competency C: The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

C. Student demonstrates effective management of instructional environments.

Assessment method—The assessment method used to evaluate this student learning outcome is Portfolio Artifact for Competency E: The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement learning, thus, providing opportunities for success.

D. Student fosters positive interactions with school colleagues, parents/families, and organizations in the community to support student learning.

Assessment method—The assessment method used to evaluate this student learning outcome is Portfolio Artifact for Competency J: The teacher fosters positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of student learning and well-being.

3. Faculty Interpretation

Faculty is pleased with the data. Students are, for the most part, nontraditional, full time teachers who are returning to school after a significant time away from the classroom.

Timeline for the Assessment

☒ Each Semester

☐ Yearly

☐ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 2 occurs on a cycle or rotation, click here to describe and provide the rationale.

D3) Student Learning Outcome #3: Students will have the ability to effectively plan instructional time. Lesson Plan Project during Course CTED 4103

Identify opportunities for students to learn this outcome during the 2016-2016 academic year:
Unit Plan Project during Course CTED 4103

How many students were included in the assessment of this outcome?

29

How were students selected to participate in the assessment of this outcome?

All students who take CTED 4103, Instructional Procedures complete the assessment.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> Survey | <input type="checkbox"/> Benchmarking | <input type="checkbox"/> Interviews |
| x <input checked="" type="checkbox"/> Rating of skills (e.g., rubrics) | x <input checked="" type="checkbox"/> Measuring effectiveness relative to professional standards | <input type="checkbox"/> Performance or jury |
| <input type="checkbox"/> Analysis of written artifacts | <input type="checkbox"/> Review of thesis/dissertation/creative component | <input type="checkbox"/> Visual collection (photos, videos, etc.) |
| <input type="checkbox"/> Comprehensive, certification, or professional exam(s) | <input type="checkbox"/> Capstone project | <input type="checkbox"/> Review of student research |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Internship | <input type="checkbox"/> Other (please specify): |
| x <input checked="" type="checkbox"/> Course project | | Click here to specify. |
| <input type="checkbox"/> Satisfaction Survey | | |

Describe the how the assessment method was implemented, administered, and/or conducted.

Students receive instruction on the methodology and pedagogy of writing a lesson plan as part of the course. Students are allowed to turn in a draft for formative assessment with the final lesson plan submitted for summative assessment.

Did your department/program faculty have a goal set for this learning outcome? ☐ Yes ☒ No
No goal has been set.

Provide a summary of the results from the assessment of Learning Outcome 3.

Scores ranged from a low of 88 to a high of 112.

What do the results suggest about student achievement of this learning outcome?

Overall the students did well on the assessment and appear to have mastered this learning outcome.

Timeline for the Assessment

- | | | |
|--|---|---|
| <input type="checkbox"/> Each Semester | x <input checked="" type="checkbox"/> Yearly (the course is taught once yearly in the fall semesters) | <input type="checkbox"/> Every other year |
| <input type="checkbox"/> Other (please specify): | | |

Information provided to students to complete assessment: Lesson Plan

CTED 4103-Module #2

Directions:

Read carefully the module completing all assignment sheets and quizzes. Your work must be submitted as one file in Desire2Learn. Multiple files will not be graded. The rubric for the module is included.

In every page of your assignment, put this footer:

Last name, First name

Module#

Date

Page number

Module Topics:

This module will focus on these topics:

- Components of Communication
- Different types of listening
- Effective listening
- Motivation
- Stimulus variation and reinforcement on learning
- Identifying viable reinforcers for use with students
- Use of technology
- Managing the classroom environment

The module is divided into the four step lesson plan format: Preparation, Presentation, Application and Evaluation.

Step One: Preparation

Prior to beginning this module, read the assigned readings:

- Meyer:
 - Chapter 2, Do the Four Step
 - Chapter 3, Guide-Don't Push
 - Chapter 4, Tricks of the Trade
 - Chapter 6, Working Smart – the Lesson Plan
- Moore:
 - Chapter 3 – Engaging and Motivating Learning (2012)

- OR Chapter 11-Communicating with Students and Parents (2005,2009)
- Glasgow:
 - Chapter 2 – Managing the Classroom Environment, Time and Discipline (2009)
 - OR Chapter 2 – Managing Classroom Organization and Discipline (2003) AND Chapter 3-Managing Classroom Time (2003)

Step Two: Presentation

We will discuss in class the information contained in the assigned readings in this module.

Step Three: Application

The assignment sheet for the module is designed to apply and evaluate your knowledge of the module's readings in Glasgow, Meyer and Moore as well as our class discussions.

- CTED 4103 – Module #2-Development of a Lesson Plan- planning for approximately 1 hour of instructional time.

Step Four: Evaluation

One part to evaluation for the module:

- Development of a Lesson Plan

CTED 4103

Module #2 – Due on Tuesday, September 23 by 4:30 p.m.

Note: this module is worth a possible 112 points

Topics for Lesson Plans for CTED 4103

Please note: It is not required to purchase this book to do your lesson plans. I am providing the information to you as a possible resource in your teaching in the future and as a great list of employability skills topics.

A new resource I learned of recently is a book by Lydia Anderson and Sandra Bolt. These topics are the chapters in a new book entitled, *Professionalism: Skills for Workplace Success*. The 16 chapters are divided into four modules: Self-Management, Workplace Basics, Relationships and Career Planning Tools.

Chapter titles which are possible topics for your lesson plans:

- Attitude

- Goal setting
- Life management
- Personal financial management
- Time and stress management/organization skills
- Etiquette/dress
- Ethics and diversity
- Accountability and workplace relationships
- Quality organizations and service
- Human resources and policies
- Communication
- Electronic communications
- Motivation, leadership, and teams
- Conflict and negotiation
- Job search skills
- Resume` package
- Interview techniques
- Career changes

Full citation for book:

Anderson, L. & Bolt, S. (2013). *Professionalism: Skills for workplace success*. Upper Saddle River, NJ: Pearson Education. ISBN# 978-0-13-262466-4.

Lesson Plan using the P-P-A-E Model

(also known as I-P-A-T)

Instructor's Name _____

Reminder: Plan for approximately one hour of instruction.

Preparation or Introduction:	
Resources needed by instructor:	

Program Area:	
Title of Lesson:	
Time Period (total)	
Type of Lesson:	
Location:	
Objectives:	
Instructor References:	
Student References and Homework:	
Individualized assignments for students with special needs:	
Basic Skills being taught including academics such as math, science as well as employability skills:	

Presentation:	
Introduction/Motivational Strategy/Establishment of "Why this is important?"	

Time	Lesson Outline	Key Points and Cues

Application:	
Evaluation of student learning:	
What do I need to do differently next time?	

Purpose of this assignment:

This assignment is a cumulative activity based on course materials as well as texts.

1. You are to choose one concept from your program area or competency that is a 21st century skill or a workplace skill such as teamwork or attitude.
2. Prepare a lesson plan using the format of P-P-A-E as we have discussed. The evaluation section **MUST** include a rubric.
3. Each candidate will download an electronic copy of the lesson plan and put it in the digital drop box. Dr. Self will make all lesson plans submitted available to all students in the class. In this way, each student would have not only their own lesson plan but could benefit from other's plans as well.
4. On the evaluation section; explore alternative forms of assessment/learning models. Give at least three ways you could evaluate the students' understanding of the concept presented in the lesson plan. The lesson plan

will be returned to you by the instructor; you will make necessary revisions and then use the lesson plan for the video for the final project.

P: Preparation
P: Presentation
A: Application
E: Evaluation

5. Alternative Forms of Assessment to Consider:

- Simulation/role playing
- Problem solving
- Project construction
- Demonstration and modeling
- Observation
- Discussion activities
- Journals
- Interviews
- Case studies
- Portfolios

Assessment Element (Standard)	Purpose of the Step in the Learning Process	Definition and example to clarify the meaning of each criteria	Possible Points
Preparation (002, 004)	To prepare the mind of the learner by attracting attention, arousing curiosity, creating interest and stimulating a desire to learn.	<p>Needs Assessment/Planning:</p> <ol style="list-style-type: none"> 1) Needs assessment of students completed 2) Instruction is planned and revised based on needs assessment 3) Analysis of the most effective learning activity to accomplish the lesson plan's overall purpose 4) All three domains of learning are included; cognitive, affective, psychomotor 5) Clear, measurable, observable objectives are written <p>Preparation of Materials/Lesson Plan</p> <ol style="list-style-type: none"> 6) All materials are prepared prior to presentation 7) Icebreaker or Opening to begin the lesson and state the "need to know" 	7 items x possible 4 points = 28 points
Presentation (005)	To present new ideas; to provide instructions and to reinforce previously learned information.	<ol style="list-style-type: none"> 1) Opening to the lesson 2) Explanation of procedures, principles, concepts 3) Use of visual aids 4) Written instruction sheets 5) Teaching procedures used to match lesson objectives and student learning styles 6) Logical placing and pacing through the lesson 7) Good communications skills used 	7 items x possible 4 points = 28 points
Application (006, 007)	To have the learner apply what was learned in the presentation, give the learner practice in application of	<ol style="list-style-type: none"> 1) The learner performs the task 2) The performance is checked closely 3) Errors are checked and corrected 4) Key points and safety procedures are reviewed 	7 items x possible 4 points = 28 points

	skills, knowledge, and attitudes and to facilitate retention of materials or skills learned	5) Learner repeats the task with instructor input 6) Learner repeats the task and demonstrates to another student 7) Learner repeats the task without supervision	
Evaluation (011)	To determine the extent of the students' learning, to determine the efficiency and effectiveness of instruction and to aid in retention and to help reinforce what has been learned	1) Students' performance is tested 2) Oral tests are given 3) Written tests are given 4) Discussions are developed 5) A rubric is used to evaluate students' performance 6) Analysis is made of the rubrics for students' performance 7) Revision is made for the lesson plan in the future	7 items x possible 4 points = 28 points

**Rubric
for
Lesson**

Plan

Criteria	Possible points	Earned points	Comments
Preparation			
Preparation – 1	4		
Preparation - 2	4		
Preparation - 3	4		
Preparation - 4	4		
Preparation - 5	4		
Preparation - 6	4		
Preparation - 7	4		
Presentation			
Presentation - 1	4		
Presentation - 2	4		
Presentation - 3	4		
Presentation - 4	4		
Presentation -5	4		
Presentation - 6	4		
Presentation - 7	4		
Application			
Application - 1	4		
Application - 2	4		
Application - 3	4		
Application - 4	4		
Application - 5	4		
Application - 6	4		

Application – 7	4		
Evaluation			
Evaluation – 1	4		
Evaluation – 2	4		
Evaluation – 3	4		
Evaluation – 4	4		
Evaluation – 5	4		
Evaluation – 6	4		
Evaluation - 7	4		
Preparation	28		
Presentation	28		
Application	28		
Evaluation	28		
Total Points	112		

Describe the overall results of the program assessment and program faculty members' interpretation of the assessment results.

Overall the assessment results indicate students who are well prepared for the field of career and technical teaching.

F. Dissemination of Results

Describe the individual(s) or committee (e.g., a curriculum committee) responsible for reviewing and interpreting assessment data.

Our program has an active advisory committee who meets once per year. In addition, two new faculty members have been hired: a clinical assistant professor and a lecturer. Both have extensive career and technical education teaching experience and are well suited to provide meaningful input. The program will be going through an extensive review and adjustments to the program over the 2015-2016 school year.

Describe the process for sharing and discussing assessment results with program faculty.

Results have been shared electronically and will be discussed in a October 4 meeting.

G. Program Improvements Based on Assessment

Based on the findings of this assessment, what changes are being considered or planned for the program?

Program faculty have only recently been increased from one faculty member to three. Because of this, the program has not had the time to review all assessment results and determine what changes need to be made.

Based on the findings of this assessment, what (if any) changes are planned for the assessment process?

Most likely changes will be made in the assessment process but it is not known at this time.

Describe the process for implementing these changes/planned program improvements.

Again, it is unknown at this time.

H. Assessment Tools

Please provide a copy of any assessment tools (questionnaire, scale, interview questions, etc.) here.

