



**School of Teaching, Learning and Educational
Sciences/College of Education, Health, and Aviation
Elementary Education, B.S.
Assessment Report Form 2016-2017**

Date of Report: 9/7/2017

Name of Person Submitting Report: Jill Metzger

A. Program Information:

Assessment Coordinator's Name: Jill Metzger

Assessment Coordinator's Email Address: jill.metzger@okstate.edu

Number of students enrolled in the program 2016-2017: 329

Number of students graduated in 2016-2017: 110

B. Program Mission Statement

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

The mission statement, educational objectives, and goals for program should guide the assessment process. The mission statement should align with department, college, and institutional mission statements.

The broad mission of the School of Teaching, Learning and Educational Sciences (STLES) 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, Learning and Educational Sciences (STLES) are to educate students in the fields of curriculum and instruction and to prepare students for professional opportunities in education. The Elementary Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) (soon to be the Council for the Accreditation of Educator Preparation (CAEP)). In order to meet national professional standards and accreditation standards including standards of the Oklahoma Office of Educational Quality and Accountability, students must prepare a professional portfolio whose artifacts demonstrate that a student has made progress toward and achieved the required goals and competencies.

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities? ☒ Yes ☐ No

If university assessment funds were used by the department or program, describe how university assessment funds were used and the contribution the funds had on the assessment process. Funding requests for the next academic year have a separate process and should not be included here.

Assessment funds were used for scoring portfolio data and for a GRA to help with assessment data across all STLES programs.

D. Student Learning Outcomes

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

Student learning outcomes reflect required standards set forth by the Interstate Teacher Assessment and Support Consortium (InTASC).

1. Student demonstrates content knowledge.
2. Student demonstrates effective instructional skills to meet the needs of diverse learners.
3. Student demonstrates effective management of instructional environments.
4. Student fosters positive interactions with school colleagues, parents/families, and organizations in the community to support student learning.

D1) Student Learning Outcome #1: Student demonstrates content knowledge.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Elementary education students have multiple opportunities to learn content knowledge pertinent to elementary education. The Oklahoma Regents for Higher Education require that elementary education majors complete 12 hours of general education coursework across four content areas (i.e., mathematics, science, social studies, and English language and arts). Students in the elementary education program must successfully:

- take the Oklahoma General Education Test prior to admittance to the Professional Education Unit,
- take the Oklahoma Subject Area Test prior to clinical practice (student teaching), and
- complete Professional Portfolio submissions throughout the Elementary Education program.

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

159 students

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

Only students whose scores were a part of the Professional Education Unit’s database were used for this report. Students’ scores from certification/professional exams are sent by the state testing agency to PEU.

Assessment Methods

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

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

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

Professional Portfolio

Each student 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 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.

External reviewers (certified classroom teachers) will evaluate each student’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 on Saturdays from 8:30 am to 3:00 pm. Each reviewer will evaluate an average of five or six portfolios per day. Their portfolio ratings represent students’ final scores on the assessed artifacts for InTASC Standards 1-10.

Portfolio assessment data were collected Fall 2016 and Spring 2017 for 329 students in the Elementary Education program. Portfolio data/artifacts used to assess the student learning outcomes for this assessment included artifacts labeled InTASC Standards 1-10.

Portfolio Ratings Rubric:

Each portfolio artifact will be assessed with a ratings rubric by an external 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 InTASC Standards and OSU Core Values.

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

Score of 1: Approaches Standard-Somewhat disorganized writing and little understanding of InTASC Standards and little understanding of OSU Core Values.

Score of 0: Unacceptable—No control of writing process or understanding of InTASC Standards and OSU Core Values.

Oklahoma General Education Test (OGET)

All students must complete the Oklahoma General Education Test (OGET) as requisite for admission into the Profession Education Unit (PEU) at Oklahoma State University. The content of the OGET reflects general education coursework. Minimum required score for OGET set by Oklahoma’s Office of Educational Quality and Accountability (OEQA) is 240.

Oklahoma Subject Area Test (OSAT)

All elementary education majors must successfully pass the OSAT exam 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.

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

For example, “80% of students included in the assessment will receive a 4 on the rubric” or “80% of students included in the assessment will achieve a passing score on the certification exam.” If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

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

Report student’s scores for this assessment, as well as students’ strengths and weaknesses relative to this learning outcome.

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The portfolio score changed during this assessment data. Table 1 (“Prior to Summer 2014”) was scored with the original rubric that aligned to the A, B, C, E, & J Competencies. Graduates who had completed more than Submission I prior to the INTASC change in 2014 continued on with the original rubric.

Table 2 (Fall 2016-Spring 2017) addresses the changes made with the new INTASC Standards. Currently, these portfolio submissions are part of Portfolio Submission II and are completed prior to student teaching.

The text of the INTASC & OSU L.E.A.D.S. standards for portfolio elements that are comparable to the original OGC elements are included below the score tables

Table 1. PROFESSIONAL PORTFOLIO SCORES FOR ELEMENTARY EDUCATION—COMPETENCY A (PRIOR TO SUMMER 2014)			
Elementary education	Average score Fall 2016 (N=1)	Average score Spring 2017	Average score 2016-2017 (N=1)
All students	2.00	n/a	2.00
Stillwater only	2.00	n/a	2.00

Table 2. PROFESSIONAL PORTFOLIO SCORES FOR ELEMENTARY EDUCATION—CONTENT KNOWLEDGE (COMPETENCY A COMPARABLE) (FALL 2016 – SPRING 2017)			
Elementary education	Average score Fall 2016 (N=70)	Average score Spring 2017 (N=18)	Average score 2016-2017 (N=88)
All students	2.29	2.22	2.27
Stillwater only	2.29 (N=55)	2.19 (N=16)	2.27 (N=71)
Stillwater/Tulsa only	2.17 (N=6)	n/a	2.17 (N=6)
Tulsa Only	2.43 (N=7)	2.50 (N=2)	2.44 (N=9)
No Campus Listed	2.00 (N=2)	n/a	2.00 (N=2)

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INTASC STANDARD 4: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

OK-OSU-LEADS CONTENT KNOWLEDGE: Candidates value the importance of knowledge and learning by providing them with a rich learning environment, technology, and supervised experiences in academic areas. Candidates possess subject matter competence and enthusiasm for the subject matter; they are life-long learners of the central concept and methods of inquiry in their subject matter areas.

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

On average, all students in the Elementary Education program met standards set by the professional portfolio.

Table 3 displays the Oklahoma General Education Test scores. Overall, students' scores on the OGET indicate that, on average, students are passing the general education test that is required for admission into the Professional Education Unit. However, examination of students by campus reveals that those Elementary Education students on the Tulsa campus tend to have slightly lower scores on the subareas than those on the Stillwater campus. The highlighted score indicates that average score of Tulsa campus students was below passing on Subarea 6 (Critical Thinking Skills: Writing).

TABLE 3. SCORES ON OKLAHOMA GENERAL EDUCATION TEST (OGET)		
ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016	AVERAGE SCORE SPRING 2017
All students		
Total Score	263.41 (N=39)	258.54 (N=24)
Subarea 1	266.78 (N=36)	262.52 (N=21)
Subarea 2	261.86 (N=36)	252.57 (N=21)
Subarea 3	286.03 (N=36)	278.24 (N=21)
Subarea 4	279.31 (N=36)	274.43 (N=21)
Subarea 5	256.33 (N=36)	260.95 (N=21)
Subarea 6	238.33 (N=36)	232.86 (N=21)
Stillwater only		
Total Score	262.66 (N=35)	n/a
Subarea 1	266.55 (N=33)	n/a
Subarea 2	259.79 (N=33)	n/a
Subarea 3	286.15 (N=33)	n/a
Subarea 4	280.18 (N=33)	n/a
Subarea 5	255.97 (N=33)	n/a
Subarea 6	236.36 (N=33)	n/a
Stillwater/Tulsa		
Total Score	278.67 (N=3)	258.57 (N=23)
Subarea 1	286.50 (N=2)	262.52 (N=21)
Subarea 2	292.50 (N=2)	252.57 (N=21)
Subarea 3	294.50 (N=2)	278.24 (N=21)
Subarea 4	277.50 (N=2)	274.43 (N=21)
Subarea 5	282.00 (N=2)	260.95 (N=21)
Subarea 6	270.00 (N=2)	232.86 (N=21)
Tulsa only		
Total Score	n/a	258.00 (N=1)
Subarea 1	n/a	n/a-
Subarea 2	n/a	n/a-
Subarea 3	n/a	n/a-
Subarea 4	n/a	n/a-
Subarea 5	n/a	n/a-
Subarea 6	n/a	n/a-
No Campus Listed		
Total Score	244.00 (N=1)	n/a
Subarea 1	235.00 (N=1)	n/a
Subarea 2	269.00 (N=1)	n/a
Subarea 3	265.00 (N=1)	n/a
Subarea 4	254.00 (N=1)	n/a
Subarea 5	217.00 (N=1)	n/a

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Commented [IT4]: They all did poorly on Subarea 6

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Subarea 6	240.00 (N=1)	n/a

Overall, students' scores on the OGET indicate that, on average, students are passing the general education test that is required for admission into the Professional Education Unit. However, examination of students by campus reveals that those Elementary Education students on the Tulsa campus tend to have slightly lower scores on the subareas than those on the Stillwater campus. The highlighted score indicates that average score of Tulsa campus students was below passing on Subarea 6 (Critical Thinking Skills: Writing).

Table 4 displays the students' scores of Subtest 1 on the Oklahoma Subject Area Test (OSAT). In Table 4, examination of the data for student scores indicate that student performance is at or above the passing score of 240 for all subareas except Subarea 3, the constructed response item; passing score is 240.

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Commented [IT8]: They all did poorly on Subarea 6

**TABLE 4. SCORES ON OKLAHOMA SUBJECT AREA TEST (OSAT) – SUBTEST 1
SCORES FROM 2016-2017 UNDERGRADUATE ELEMENTARY EDUCATION**

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016	AVERAGE SCORE SPRING 2017
All students	N=27	N=43
Total Score	259.74	260.72
Subarea 1	265.85	264.63
Subarea 2	267.89	274.02
Subarea 3	224.11	222.95
Stillwater only	N=20	N=40
Total Score	259.25	261.48
Subarea 1	264.70	265.80
Subarea 2	267.90	274.05
Subarea 3	225.85	223.70
Stillwater/Tulsa	N=5	N=1
Total Score	264.80	250.00
Subarea 1	274.80	250.00
Subarea 2	269.00	270.00
Subarea 3	221.60	213.00
Tulsa Only	N=1	N=1
Total Score	251.00	257.00
Subarea 1	265.00	257.00
Subarea 2	240.00	281.00
Subarea 3	213.00	213.00
No Campus Listed	N=1	N=1
Total Score	253.00	245.00
Subarea 1	245.00	240.00
Subarea 2	290.00	270.00
Subarea 3	213.00	213.00

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~~In Table 4, examination of the data for student scores indicate that student performance is at or above the passing score of 240 for all subareas except Subarea 3, the constructed response item; passing score is 240.~~

Table 5 presents the students' scores on Subtest 2 of the Oklahoma Subject Area test. Overall, students' scores on Subtest 2 of the OSAT indicate that average scores for the test takers are above the passing score of 240, with the exception of Subarea 1 (Social Studies).

**TABLE 5. SCORES ON OKLAHOMA SUBJECT AREA TEST (OSAT) – SUBTEST 2--
SCORES FROM 2016-2017 UNDERGRADUATE ELEMENTARY EDUCATION**

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016	AVERAGE SCORE SPRING 2017
All students	N=39	N=75
Total Score	252.90	251.77
Subarea 1	232.90	234.83
Subarea 2	263.44	258.81
Subarea 3	243.31	239.28
Subarea 4	252.90	272.80
Stillwater only	N=32	N=70
Total Score	252.25	252.74
Subarea 1	231.03	234.61
Subarea 2	264.97	260.34
Subarea 3	240.53	240.81
Subarea 4	262.50	272.86
Stillwater/Tulsa	N=5	N=2
Total Score	259.60	249.50
Subarea 1	234.40	283.50
Subarea 2	268.80	253.00
Subarea 3	256.40	210.00
Subarea 4	272.00	260.00
Tulsa Only	N=1	N=1
Total Score	256.00	243.00
Subarea 1	267.00	235.00
Subarea 2	245.00	261.00
Subarea 3	261.00	197.00
Subarea 4	260.00	280.00
No Campus Listed	N=1	N=2
Total Score	237.00	224.50
Subarea 1	251.00	193.50
Subarea 2	206.00	210.00
Subarea 3	249.00	236.00
Subarea 4	280.00	280.00

Overall, students' scores on Subtest 2 of the OSAT indicate that average scores for the test takers are above the passing score of 240, with the exception of Subarea 1 (Social Studies).

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

Taken together, these measures indicate that students are able to adequately demonstrate to the state testing agencies that they obtained the content knowledge required for Elementary Educators in Oklahoma. However, we note the need for improvement in the Social Studies content area.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

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

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Students in the elementary education program have multiple opportunities to learn how to demonstrate effective instructional skills to meet the needs of diverse learners. Students currently complete field experiences in rural, suburban, and urban classroom settings to help address different types of classroom diversity. In particular, students in the elementary education must have a minimum of 60 hours of classroom field experience prior to clinical practice (e.g., student teaching). Many of our students greatly exceed this minimum through the ExCEL (Excellence in Collaborative and Experiential Learning) program, a collaborative partnership between the College of Education and Stillwater Public Schools. This program is open to all elementary education majors in their final semester before student teaching. The program features a three-day a week, full-day field placement in a public school in which teacher candidates are partnered with expert classroom teachers. ExCEL program students are also enrolled in courses on the OSU campus.

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

195 students

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

Only students whose scores were a part of the Professional Education Unit's database were used for this report. Students' scores from certification/professional exams are sent by the state testing agency to PEU.

Assessment Methods

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

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

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

Oklahoma Professional Teaching Examination (OPTE)

The OPTE is designed to assess 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.

Professional Portfolio

Each student 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 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.

External reviewers (certified classroom teachers) will evaluate each student'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 on Saturdays from 8:30 am to 3:00 pm. Each reviewer will evaluate an average of five or six portfolios per day. Their portfolio ratings represent students' final scores on the assessed artifacts for InTASC Standards 1-10.

Portfolio assessment data were collected Fall 2016 and Spring 2017 for 329 students in the Elementary Education program. Portfolio data/artifacts used to assess the student learning outcomes for this assessment included artifacts labeled InTASC Standards 1-10.

Portfolio Ratings Rubric:

Each portfolio artifact will be assessed with a ratings rubric by an external 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 InTASC Standards and OSU Core Values.

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

Score of 1: Approaches Standard-Somewhat disorganized writing and little understanding of InTASC Standards and little understanding of OSU Core Values.

Score of 0: Unacceptable—No control of writing process or understanding of InTASC Standards and OSU Core Values.

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

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

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

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

TABLE 6. SCORES ON OKLAHOMA PROFESSIONAL TEACHING EXAMINATION (OPTE) FROM 2016-2017 UNDERGRADUATE ELEMENTARY EDUCATION

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016	AVERAGE SCORE SPRING 2017
All students	N=31	N=75
Total Score	250.19	250.16
Subarea 1	259.87	259.28
Subarea 2	261.32	265.16
Subarea 3	248.71	250.65
Subarea 4	229.39	221.88
Subarea 5	237.61	236.87
Subarea 6	225.81	223.95
Stillwater only	N=25	N=61
Total Score	251.76	252.98
Subarea 1	261.24	262.90
Subarea 2	261.72	267.25
Subarea 3	253.52	254.18
Subarea 4	231.36	225.48
Subarea 5	238.88	239.05
Subarea 6	228.56	225.70
Stillwater/Tulsa	N=1	N=2
Total Score	251.00	239.50
Subarea 1	263.00	251.50
Subarea 2	261.00	261.00
Subarea 3	258.00	248.00
Subarea 4	250.00	201.00
Subarea 5	226.00	226.00
Subarea 6	208.00	185.00
Tulsa Only	N=4	N=7
Total Score	250.50	243.57
Subarea 1	262.75	249.86
Subarea 2	267.25	263.43
Subarea 3	229.50	236.00
Subarea 4	231.50	208.00
Subarea 5	235.50	231.29
Subarea 6	242.50	231.00
No Campus Listed	N=1	N=5
Total Score	209.00	229.20
Subarea 1	211.00	231.40
Subarea 2	228.00	243.80
Subarea 3	196.00	229.20
Subarea 4	151.00	205.80
Subarea 5	226.00	222.40
Subarea 6	208.00	208.00

Overall, the average scores for students on the OPTE indicate that students are meeting the minimum requirements set forth by professional certification exams. As indicated by yellow highlights, when the average scores of students did fall below on certain subareas, they were typically in subareas 4, 5, or 6, which are the constructed responses items that correspond with the multiple-choice items in subareas 1, 2, and 3, respectively. There were a few students (6) who struggled with all subareas.

Commented [IT10]: there are no areas with yellow highlights

Commented [IT11]: how is this indicated in the table6?

TABLE 7. PROFESSIONAL PORTFOLIO SCORES FOR ELEMENTARY EDUCATION—COMPETENCIES B and C (PRIOR TO SUMMER 2014)

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016 (N=1)	AVERAGE SCORE SPRING 2017	AVERAGE SCORE 2016-2017 (N=1)
All students			
Competency B	2.00	n/a	2.00
Competency C	2.00	n/a	2.00
Stillwater only			
Competency B	2.00	n/a	2.00
Competency C	2.00	n/a	2.00

TABLE 8. PROFESSIONAL PORTFOLIO SCORES FOR ELEMENTARY EDUCATION—LEARNER DEVELOPMENT AND LEARNING DIFFERENCES (COMPETENCIES B and C COMPARABLE) (FALL 2016– SPRING 2017)

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016 (N=70)	AVERAGE SCORE SPRING 2017 (N=18)	AVERAGE SCORE 2016-2017 (N=88)
All students			
Competency B	2.39	2.22	2.35
Competency C	2.33	2.22	2.31
Stillwater only			
Competency B	2.42 (N=55)	2.19 (N=16)	2.37 (N=71)
Competency C	2.35 (N=55)	2.19 (N=16)	2.31 (N=71)
Stillwater/Tulsa only			
Competency B	2.17 (N=6)	n/a	2.17 (N=6)
Competency C	2.00 (N=6)	n/a	2.00 (N=2)
Tulsa Only			
Competency B	2.43 (N=7)	2.50 (N=2)	2.44 (N=9)
Competency C	2.57 (N=7)	2.50 (N=2)	2.56 (N=9)
No Campus Listed			
Competency B	2.00 (N=2)		2.00 (N=2)
Competency C	2.00 (N=2)		2.00 (N=2)

Commented [IT12]: If there are 6 students in Fall of 2016 then why are there only 2 here? Which number is wrong?

INTASC STANDARD 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC STANDARD 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

OK-OSU-LEADS Human Growth & Development: Candidates understand how students/clients learn and develop and can provide learning opportunities that support their intellectual, social, and physical development at all levels including early childhood, elementary, middle level, secondary, and adult. Candidates understand that students vary in their approaches to learning and create opportunities that are adaptable to individual differences in learners.

OK-OSU-LEADS DIVERSITY: Candidates believe everyone deserves the opportunity to learn and can learn: they possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society. Candidates provide evidence of understanding of differences including age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities.

Average scores for students met or exceed minimum requirements for the professional portfolio.

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

The results suggest that students have met or exceeded minimum requirements for demonstrating effective instructional skills to meet the needs of diverse learners.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☒ 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: Student demonstrates effective management of instructional environments.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

In addition to ample opportunities for diverse field experiences (see Student Learning Outcome #2), students take courses to help strengthen their knowledge and skills of effectively managing the classroom, including: CIED 4362: Classroom Management.

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

89 students

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

Only students whose scores were a part of the Professional Education Unit's database were used for this report. Students' scores from certification/professional exams are sent by the state testing agency to PEU.

Assessment Methods

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

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

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

Professional Portfolio

Each student 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 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.

External reviewers (certified classroom teachers) will evaluate each student'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 on Saturdays from 8:30 am to 3:00 pm. Each reviewer will evaluate an average of five or six portfolios per day. Their portfolio ratings represent students' final scores on the assessed artifacts for InTASC Standards 1-10.

Portfolio assessment data were collected Fall 2016 and Spring 2017 for 329 students in the Elementary Education program. Portfolio data/artifacts used to assess the student learning outcomes for this assessment included artifacts labeled InTASC Standards 1-10.

Portfolio Ratings Rubric:

Each portfolio artifact will be assessed with a ratings rubric by an external 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 InTASC Standards and OSU Core Values.

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

Score of 1: Approaches Standard-Somewhat disorganized writing and little understanding of InTASC Standards and little understanding of OSU Core Values.

Score of 0: Unacceptable—No control of writing process or understanding of InTASC Standards and OSU Core Values.

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

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

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

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

TABLE 9. PROFESSIONAL PORTFOLIO SCORES FOR ELEMENTARY EDUCATION—COMPETENCY E (PRIOR TO SUMMER 2014)

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016 (N=1)	AVERAGE SCORE SPRING 2017	AVERAGE SCORE 2016-2017 (N=1)
All students	2.00		2.00
Stillwater only	2.00		2.00

TABLE 10. PROFESSIONAL PORTFOLIO SCORES FOR ELEMENTARY EDUCATION—LEARNING ENVIRONMENTS (COMPETENCY E COMPARABLE) (FALL 2016 – SPRING 2017)

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016 (N=70)	AVERAGE SCORE SPRING 2017 (N=18)	AVERAGE SCORE 2016-2017 (N=88)
All students	2.36	2.17	2.32
Stillwater only	2.38 (N=55)	2.19 (N=16)	2.34 (N=71)
Stillwater/Tulsa only	2.33 (N=6)		2.33 (N=6)
Tulsa Only	2.29 (N=7)	2.00 (N=2)	2.22 (N=9)
No Campus Listed	2.00 (N=2)		2.00 (N=2)

INTASC STANDARD 3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interactions, active engagement in learning and self-motivation.

OK-OSU-LEADS LEARNING ENVIRONMENT: Candidates understand the dynamics of individual and group behavior and use communication techniques to develop, facilitate and manage positive approaches to learning. Candidates select styles that work best for their learning environments and are able to adapt to different circumstances. They choose procedures that are appropriate for all students/clients including those with diverse backgrounds, with exceptionalities, and English language learners.

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

Average scores indicate that elementary education students met or exceeded minimum passing requirements on the portfolio assessment.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☒ Each Semester

☐ Yearly

☐ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 3 occurs on a cycle or rotation, click here to describe and provide the rationale.

D4) Student Learning Outcome #4 [IF NEEDED]: Student fosters positive interactions with school colleagues, parents/families, and organizations in the community to support student learning.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

For example, include a curriculum map that lists the courses or other learning experiences in which the student learning outcome is taught. Another example is a written narrative that describes how the learning outcome is integrated into the program.

Again, the elementary education program incorporates classroom fieldwork throughout the program. These experiences provide students with opportunities to engage with school colleagues, parents/families, and organization in the community to support student learning.

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

89 students

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

Only students whose scores were a part of the Professional Education Unit’s database were used for this report. Students’ scores from certification/professional exams are sent by the state testing agency to PEU.

Assessment Methods

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

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

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

Professional Portfolio

Each student 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 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.

External reviewers (certified classroom teachers) will evaluate each student’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 on Saturdays from 8:30 am to 3:00 pm. Each reviewer will evaluate an average of five or six portfolios per day. Their portfolio ratings represent students’ final scores on the assessed artifacts for InTASC Standards 1-10.

Portfolio assessment data were collected Fall 2016 and Spring 2017 for 329 students in the Elementary Education program. Portfolio data/artifacts used to assess the student learning outcomes for this assessment included artifacts labeled InTASC Standards 1-10.

Portfolio Ratings Rubric:

Each portfolio artifact will be assessed with a ratings rubric by an external 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 InTASC Standards and OSU Core Values.

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

Score of 1: Approaches Standard-Somewhat disorganized writing and little understanding of InTASC Standards and little understanding of OSU Core Values.

Score of 0: Unacceptable—No control of writing process or understanding of InTASC Standards and OSU Core Values.

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

For example, "80% of students included in the assessment will receive a 4 on the rubric" or "80% of students included in the assessment will achieve a passing score on the certification exam." If yes, please describe the goal below.

If yes, click here to describe the goal set for this learning outcome.

Provide a summary of the results from the assessment of Learning Outcome 4.

Report student's scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.

TABLE 11. PROFESSIONAL PORTFOLIO SCORES FOR ELEMENTARY EDUCATION—COMPETENCY J (PRIOR TO SUMMER 2014)

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016 (N=1)	AVERAGE SCORE SPRING 2017	AVERAGE SCORE 2016-2017
All students	2.00		2.00
Stillwater only	2.00		2.00

TABLE 12. PROFESSIONAL PORTFOLIO SCORES FOR ELEMENTARY EDUCATION—LEADERSHIP AND COLLABORATION (COMPETENCY J COMPARABLE) (FALL 2016 – SPRING 2017)

ELEMENTARY EDUCATION	AVERAGE SCORE FALL 2016 (N=70)	AVERAGE SCORE SPRING 2017 (N=18)	AVERAGE SCORE 2016-2017 (N=88)
All students	2.14	2.22	2.16
Stillwater only	2.16 (N=55)	2.25 (N=16)	2.18 (N=71)
Stillwater Tulsa only	2.17 (N=6)		2.17 (N=6)
Tulsa Only	2.00 (N=7)	2.00 (N=2)	2.00 (N=9)
No Campus Listed	2.00 (N=2)		2.00 (N=2)

INTASC STANDARD 10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

OK-OSU-LEADS LEADERSHIP: Candidates are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society. Candidates advance their professions as innovative leaders and advocates who support all learners and families in the context of diverse systems and communities.

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

Average scores for students indicate that students met or exceeded minimum requirements.

Timeline for the Assessment

Indicate the timeline for the assessment of this learning outcome. While outcomes assessment must be conducted every year, not all student learning outcomes for a given program must be assessed every year. If the assessment of a particular learning outcome occurs on cycle or rotation, please describe and provide the rationale for the cycle/rotation below.

☒ Each Semester

☐ Yearly

☐ Every other year

☐ Other (please specify): If the assessment of Learning Outcome 4 occurs on a cycle or rotation, click here to describe and provide the rationale.

E. Summary of Assessment Results

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

What did the assessment reveal? What do faculty interpret the results to mean? What do the results suggest about the curriculum, teaching practices, and/or student achievement of the program learning outcomes?

Elementary education faculty have reviewed the data and noted that elementary education students, as a whole, met or exceeded the minimum standards for all learning outcomes. On the professional portfolio, elementary education students had average rating scores at or above 2.0, which meets standards in all areas. As a whole, elementary education students also have met minimum requirements across the three state certification examinations for teacher certification: the OGET, OSAT, and OPTe. This would suggest that the elementary education program is doing a good job of helping students obtain the academic content needed for teaching elementary students; understand how children learn; how to provide learning opportunities that support student academic, social, and physical development; and how to create instructional opportunities that meet the needs of diverse learners.

F. Dissemination of Results

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

Jill Metzger is the Elementary Education Program Coordinator for the 2016-2017 school year.

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

Jill Metzger will share these assessment results directly with the Elementary Education faculty at their meeting. Further, the reported will be shared with Dr. Adrienne Sanogo, Interim Head of School of Teaching, Learning and Educational Sciences; Dr. Robin Fuxa, Assoc. Director of the Professional Education Unit; and Dr. John Romans, Dean of the College of Education, Health and Aviation.

G. Program Improvements Based on Assessment

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

Describe the actions that will be taken as a result of the discussion of the assessment evidence.

Elementary Education faculty continue to hold "Constructed Response" workshops for students at least once a semester. Our assessment office has tracked those students who attend these workshops and their performance on future state tests for teacher licensure. Preliminary data from tracking these students indicates that those students who attend the workshops are outperforming other students on the constructed response items. Faculty continue to encourage all students to attend these sessions.

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

For example, are there additional assessment data that may need to be collected? Are changes to the program assessment plan warranted?

The Elementary Education Program Coordinator to help form a subcommittee within the Elementary Education program faculty to work on refining our future assessment plans, the types of measures we would like to collect across the students' program, and how to better utilize that data. Changes to the assessment plan may be warranted when the Oklahoma Office of Educational Quality and Accountability determines the type of senior capstone project it wants all teacher preparation institution to utilize in the future.

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

When the state makes a decision on the type of capstone protocol for elementary education students, the elementary education faculty will work to integrate that new system into our program and work with the Professional Education Unit to collect students' scores across that new measure.

H. Assessment Tools

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

Professional Portfolio

Information regarding the structure and assessment of the Professional Portfolio is located at:

<https://education.okstate.edu/peu/portfolio>

Certification Examinations for Oklahoma Educators (CEOE)

The CEOE website provides the framework information for each of the certification exams that must be completed by students in the elementary education program. Specific links for the frameworks of these exams are located at the following URLs:

Oklahoma General Education Test (OGET): http://www.ceoe.nesinc.com/Content/Docs/CEOE_Framework_074.pdf

Oklahoma Subject Area Test: Elementary Education

- ***Subtest 1:*** http://www.ceoe.nesinc.com/Content/Docs/CEOE_Framework_050.pdf
- ***Subtest 2:*** http://www.ceoe.nesinc.com/Content/Docs/CEOE_Framework_051.pdf

Oklahoma Professional Teaching Examination (pK-8):

http://www.ceoe.nesinc.com/Content/Docs/CEOE_Framework_075076.pdf