

**(A) College of Education, Oklahoma State University
School of Teaching and Curriculum Leadership (STCL)**

**Plan for Assessment of Graduate/Undergraduate Secondary/K-12
Student Learning Outcomes**

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(C) MISSION STATEMENT

The *College of Education* 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 and Curriculum Leadership (STCL)* 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 the *School of Teaching and Curriculum Leadership* is accredited by the National Council for Accreditation of Teacher Education (NCATE) and leads to a B.S. Degree in the College of Education. 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, and OPTE), in their respective field, meet the requirements for an Oklahoma initial teaching license, enabling graduates to teach in grades 6-12 (English, math, science & social studies) or K/12 (art & foreign language).

(D) STUDENT LEARNING OUTCOMES

1. Graduates will be able to demonstrate content knowledge.
2. Graduates will be able to demonstrate effective instructional skills to meet the needs of diverse learners and to demonstrate effective management of instructional environments..
3. Graduates will be able to 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.
4. Graduates will be able to 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.

(E) ASSESSMENT METHODS (described separately for each outcome)

1. **Graduates will be able to demonstrate content knowledge**

Method: Portfolio Submission III---*Competency A*

Secondary teacher candidates learn and practice Learning Outcome #1 during their final two years in the professional education program. They demonstrate their academic content knowledge during portfolio submission III as candidates submit artifacts accompanied by descriptive narratives that demonstrate their understanding of the central concepts and methods of inquiry of the subject matter discipline they teach. They demonstrate their ability to create learning experiences that make these aspects meaningful for students. *Competency A* is often met through the submission of inquiry based lesson plans, educational research papers, or other relevant assignments. These assignments are then used as artifacts for Portfolio Submission III. All portfolio submissions (I, II, and III) are evaluated/scored by external reviewers who are certified classroom teachers selected from a pool of highly recommended public/private schools. All portfolio reviewers are state certified teachers and most are nationally board certified teachers. Reviewers receive training in evaluating portfolios. Reviewers often evaluate multiple portfolios, receiving monetary stipends for their efforts. Each artifact is assessed with a scoring rubric which rates secondary teacher candidates' responses with scores ranging from a high score of (3) to a low score of (0).

TIMELINE: Portfolio Submission III occurs in the final semester of the student teacher candidate's professional education experience, during a candidate's student teaching internship.

2. **Graduates will be able to demonstrate effective instructional skills to meet the needs of diverse learners and to demonstrate effective management of instructional environments..**

Method: Portfolio Submission III---*Competencies B & C*

Secondary teacher candidates learn and practice Learning Outcome #2 during their final two years in the professional education program. They demonstrate their effective instructional skills during portfolio submission III as students submit artifacts coupled with descriptive narratives. Artifacts that demonstrate their instructional skills and effective management skills in their instructional environments may include: 1) Lesson plans that incorporate activities that meet several learning styles or learning abilities; 2) Lesson plans that use the classroom or environment as a teaching tool; 3) Lesson plans that have a variety of activities for students of differing abilities; 4) A case study of a particular student; 5) A description of tutoring sessions; 6) A description of IEP meetings; 7) Descriptions of varying assessments for different learners; 8) A major paper from a pedagogy class; 9) Evidence of professional development.

TIMELINE: Portfolio Submission III occurs in the final semester of the student teacher candidate's professional education experience, during a candidate's student teaching internship.

- 3. Graduates will be able to 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.**

Method: Portfolio Submission III --- *Competency E*

Secondary teacher candidates learn and practice Learning Outcome #3 during the last two years in the professional education program. Candidates demonstrate their ability to create learning environments that encourage positive social interactions, self-motivation, and active engagement in middle school and high school students during portfolio submission III. To achieve this task, teacher candidates submit artifacts accompanied by narratives that demonstrate their understanding of creating successful learning environments. Learning Outcome #3 - *Competency E* is often met through the submission of lesson plans that incorporate group work, tutoring sessions, IEP meetings, field trips, group projects, service learning projects and interpersonal activities where secondary students of varying abilities help each other.

TIMELINE: Portfolio Submission III occurs in the final semester of the student teacher candidate's professional education experience, during a candidate's student teaching internship.

- 4. Graduates will be able to 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.**

Method: Portfolio Submission III --- *Competency J*

Secondary teacher candidates learn and practice Learning Outcome #4 during the final two years in the professional education program. Candidates demonstrate their ability to foster positive interactions with school colleagues, parent/families, and organizations in the community during portfolio submission III. To achieve this task, teacher candidates submit descriptive narratives that demonstrate their understanding. *Competency J* is often met through the submission of descriptive narratives of----Staff meetings, departmental meetings, IEP meetings, parent/teacher conferences, after school functions, school board meetings, school fundraisers, professional development on community outreach, communication with parents (letters, emails, etc.) and logs of communications.

TIMELINE: Portfolio Submission III occurs in the final semester of the student teacher candidate's professional education experience, during a candidate's student teaching internship.

(G) USING RESULTS TO IMPROVE THE PROGRAM

Secondary teacher candidates' Professional Education Portfolio submissions I, II, III are evaluated/scored by external reviewers who are certified classroom teachers and selected from a pool of highly qualified public/private schools. All portfolio reviewers are state certified teachers and most are nationally board certified. Reviewers receive training in evaluating portfolios.

Portfolios require teacher candidates to identify and submit artifacts representing the required skill or Learner Outcome. Accompanying each artifact is a descriptive narrative that clearly articulates how the artifact addressed the competency. Each artifact is assessed with a rubric that rates student responses with scores ranging from a high of 3 to a low of 0. If a student receives a 0 or 1 on any assessment competency, they are given a Plan of Improvement with specific instructions/suggestions from the reviewer. Students then correct or revise their artifact information or narrative and resubmit within 2 weeks of being notified of their original portfolio score. The secondary education faculty expectation is that all students will make the appropriate revisions and successfully pass each of the three portfolio submissions. If Secondary teacher candidates do not successfully pass, they are dropped from the secondary education program.

Portfolio scores are reported to the OSU Professional Education Office in the College of Education. Individuals in this office then disseminate the scores to secondary education program faculty. Program faculty then study the scores of students in all content areas to determine how well each Learner Outcome was achieved by teacher candidates. If a Learner Outcome has consistent medium or low scores, faculty during secondary education faculty meetings, discuss possible solutions, which may include modifying course assignments that can be used as portfolio artifacts, and provide portfolio workshops to better prepare candidates to successfully meet portfolio expectations. Secondary education faculty are committed to program improvement and continue to seek ways to help all teacher candidates reach the goals of the program. This includes facilitating candidates to meet state and national competencies/standards in their respective content areas. Secondary education faculty strive to produce quality teachers who are prepared to meet the challenges of the teaching profession.