

# Program Plans: Outcomes and Assessment Methods



## Program (EHS) - STLES - Elementary Education (BS) - 074

**Program Mission Statement:** 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 candidates in the fields of curriculum and instruction and to prepare candidates for professional opportunities in education. The Elementary Education program is accredited by 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, candidates must prepare and submit a professional portfolio and the PPAT Assessment. Candidates must also pass state certification exams.

### Program Information

*2018 - 2019*

#### **Program Information**

**Assessment Coordinator's Name:** Jill Metzger

**Assessment Coordinator's E-mail Address:** jill.metzger@okstate.edu

**Number of Students Enrolled in the Program:** 447

**Total Number of Students Graduated:** 99

**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:** Assessment funds were used to score the portfolios and for a GRA to help with assessment data across all STLES programs.

### Annual Executive Summaries

*2018 - 2019*

**Program Assessment Coordinator:** Jill Metzger

#### **Plan Review and Approval**

**Date Current Plan Was Reviewed and Approved:** 09/07/2017

**Date of Future Plan Review and Approval:** 09/07/2022

#### **Summary of Assessment Findings**

**Describe overall assessment findings and faculty members' interpretation of the assessment results:** Elementary Education faculty have reviewed the data and noted that elementary education candidates, as a whole, met or exceeded the minimum standards for all learning outcomes. On the professional portfolio, Elementary Education candidates had average rating scores at or above 2.0, which meets standards in all areas. As a whole, Elementary Education candidates also have met minimum requirements across the three state certification examinations for teacher certification: the OGET, OSAT, and OPTE. Finally, Elementary Education candidates have met the minimum score on all PPAT tasks. This would suggest that the Elementary Education program is doing a good job of helping candidates 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; 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:** Jill Metzger was the Elementary Education Program Coordinator for the 2018-2019 school year.

**Describe the process for sharing and discussing assessment findings with program faculty:** Jill Metzger will share these assessment results directly with the Elementary Education faculty at their meeting. 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 Colleges of Education, Health and Aviation and Human Sciences.

## **Program Improvements Based on Assessment**

**Based on data collected this year, what changes are being considered or planned for the program?:** Elementary Education faculty continue to hold "Constructed Response" workshops for candidates at least once a semester. 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.

**Based on this year's findings, what (if any) changes are planned for the assessment process?:** N/A

**Describe the process for implementing these changes/planned program improvements:** N/A

**Program Improvements Made in the Last Year:** Revised Assessment Plan

**Goals for the Coming Year:** Elementary Education faculty continue to hold "Constructed Response" workshops for candidates at least once a semester. In addition, faculty will continue to implement the PPAT language and practice into their coursework.

**List all individuals associated with this report preparation:** Jill Metzger and Elementary Education Faculty

## **Outcome: Content Knowledge**

Student demonstrates content knowledge.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022

**Outcome Type:** Knowledge

## ***Assessment Methods***

**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 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.

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.

(Active)

**\* Learning Outcome Goal/Benchmark:** All candidates must receive a passing score on the Professional Education Portfolio.

**Timeline for Assessment:** Each Semester

**Related Documents:**

[Portfolio Ratings Rubric.pdf](#)

**Capstone Assignment** - 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.

Course instructors evaluate each candidate's PPAT Task 3, including artifacts submitted to meet outcomes selected for this

# Program (EHS) - STLES - Elementary Education (BS) - 074

assessment. PPAT Task 3 rates candidates for InTASC Standards 1-4; 6-9. (Active)

**\* Learning Outcome Goal/Benchmark:** All candidates applying for initial teacher licensure through OSU must successfully complete the PPAT Assessment and receive acceptable scores on Task 3 (average of 3 or above).

**Timeline for Assessment:** Each semester

**Related Documents:**

[Task 3 Rubric.pdf](#)

**Comprehensive, Certification, or Professional Exam(s)** - Oklahoma General Education Test (OGET)-All candidates must complete the Oklahoma General Education Test (OGET) as requisite for admission into the Professional Education Unit (PEU) at Oklahoma State University. The content of the OGET reflects general education coursework. (Active)

**\* Learning Outcome Goal/Benchmark:** All candidates must receive the minimum required score (240) for OGET set by Oklahoma's Office of Educational Quality and Accountability (OEQA).

**Timeline for Assessment:** Each semester

**Comprehensive, Certification, or Professional Exam(s)** - Oklahoma Subject Area Test (OSAT)-All elementary education majors must attempt the OSAT exam in order to apply for a clinical practice internship. Candidates receive scores in Science, Math, Social Studies, and Health/Fitness & Arts. Minimum required score for OSAT set by Oklahoma's Office of Educational Quality and Accountability (OEQA) is 240. (Active)

**\* Learning Outcome Goal/Benchmark:** All candidates must receive the minimum required score (240) for OSAT set by Oklahoma's Office of Educational Quality and Accountability (OEQA).

**Timeline for Assessment:** Each semester

## Related Items

Oklahoma State University Strategic Plan

**Core Goal 1: Academic Excellence** - C. Effectively assess student learning and provide resources for improving outcomes at the undergraduate, graduate, and professional levels

**Core Goal 2: Student Success** - D. Advocate and utilize a student development model that enhances academic success, leadership, service, and civic engagement; helps students discover their purpose and passions; broadens their horizons through art, music, cultural exploration, and international travel, service, and study; and strengthens wellness

## Outcome: Pedagogy

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

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022

**Outcome Type:** Skills

## Assessment Methods

**Comprehensive, Certification, or Professional Exam(s)** - 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. (Active)

**\* Learning Outcome Goal/Benchmark:** All candidates must receive the minimum required score (240) for OPTE set by Oklahoma's Office of Educational Quality and Accountability (OEQA).

**Timeline for Assessment:** Each Semester

**Portfolio Review** - Each candidate is required to submit a Professional Education Portfolio used to assess their level of learning

# Program (EHS) - STLES - Elementary Education (BS) - 074

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.

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.

(Active)

**\* Learning Outcome Goal/Benchmark:** All candidates must receive a passing score on the Professional Education Portfolio.

**Related Documents:**

[Portfolio Ratings Rubric.pdf](#)

**Capstone Assignment - PPAT Task 2-**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.

Course instructors 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. (Active)

**\* Learning Outcome Goal/Benchmark:** 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 3 or above).

**Related Documents:**

[Task 2 Rubric.pdf](#)

## Related Items

Oklahoma State University Strategic Plan

**Core Goal 1: Academic Excellence - C.** Effectively assess student learning and provide resources for improving outcomes at the undergraduate, graduate, and professional levels

**Core Goal 2: Student Success - D.** Advocate and utilize a student development model that enhances academic success, leadership, service, and civic engagement; helps students discover their purpose and passions; broadens their horizons through art, music, cultural exploration, and international travel, service, and study; and strengthens wellness

## Outcome: Management of Instruction

Student demonstrates effective management of instructional environments.

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022

**Outcome Type:** Skills

## Assessment Methods

**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 teaching.

# Program (EHS) - STLES - Elementary Education (BS) - 074

All candidates 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 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. (Active)

**\* Learning Outcome Goal/Benchmark:** All candidates must receive a passing score on the Professional Education Portfolio.

**Timeline for Assessment:** Each Semester

**Related Documents:**

[Portfolio Ratings Rubric.pdf](#)

**Capstone Assignment - PPAT Assessment Task 4-**Each candidate is required to prepare and submit PPAT Task 4 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.

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. (Active)

**\* Learning Outcome Goal/Benchmark:** All candidates applying for initial teacher licensure through OSU must successfully complete the PPAT Assessment and receive acceptable scores on Task 4 (average of 3 or above).

## Related Items

Oklahoma State University Strategic Plan

**Core Goal 1: Academic Excellence - C.** Effectively assess student learning and provide resources for improving outcomes at the undergraduate, graduate, and professional levels

**Core Goal 2: Student Success - D.** Advocate and utilize a student development model that enhances academic success, leadership, service, and civic engagement; helps students discover their purpose and passions; broadens their horizons through art, music, cultural exploration, and international travel, service, and study; and strengthens wellness

## Outcome: Leadership and Collaboration

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

**Outcome Status:** Active

**Planned Assessment Year:** 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022

**Outcome Type:** Skills

## Assessment Methods

**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 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.

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

# Program (EHS) - STLES - Elementary Education (BS) - 074

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. (Active)

**\* Learning Outcome Goal/Benchmark:** All candidates must receive a passing score on the Professional Education Portfolio.

**Timeline for Assessment:** Each Semester

**Related Documents:**

[Portfolio Ratings Rubric.pdf](#)

**Capstone Assignment** - PPAT Assessment Task 1-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. (Active)

**\* Learning Outcome Goal/Benchmark:** All candidates applying for initial teacher licensure through OSU must successfully complete the PPAT Assessment and receive acceptable scores on Task 1 (average of 3 or above).

**Related Documents:**

[Task 1 Rubric.pdf](#)

## Related Items

Oklahoma State University Strategic Plan

**Core Goal 1: Academic Excellence** - C. Effectively assess student learning and provide resources for improving outcomes at the undergraduate, graduate, and professional levels

**Core Goal 2: Student Success** - D. Advocate and utilize a student development model that enhances academic success, leadership, service, and civic engagement; helps students discover their purpose and passions; broadens their horizons through art, music, cultural exploration, and international travel, service, and study; and strengthens wellness