

Program Plan and Findings: Four Column Layout



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

2019 - 2020

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: 412

Total Number of Students Graduated: 87

Number of Student Graduates from Stillwater Campus: 76

Number of Student Graduates from Tulsa Campus: 11

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

2019 - 2020

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 2019-2020 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 College of Education and Human Sciences.

Program Improvements Based on Assessment

Based on data collected this year, what changes are being considered or planned for the program?: 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?: We will continue with the same process.

Describe the process for implementing these changes/planned program improvements: Faculty will continue to support candidates in all areas.

Program Improvements Made in the Last Year: Revised Assessment Plan

"Other" Improvements:

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.

Is this Summary Report Complete?: Yes

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

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
Content Knowledge - Student demonstrates content knowledge. Outcome Status: Active Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024 Start Date: Archived Date:	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	Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) Elementary Education candidates scored an average of 2.3 on their Submission II portfolio demonstrating content knowledge. (09/11/2020) Number of Students Assessed: 94 Number of Successful Students: 94 How were students selected to participate in the assessment of this outcome?: All Elementary Education	Use of Findings (Actions): Faculty will continue to support candidates in their understanding of content knowledge through coursework which supports the four content areas (Mathematics, Science, Social Studies, and English Language Arts). (09/11/2020)

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Outcome Type: Knowledge Reason for Archival:</p>	<p>reflective writings about the Core Concepts of the Professional Education Unit, document their grades through official transcripts, and submit evidence of relevant accomplishments in the field of teaching. All candidates applying for initial teacher licensure through OSU must successfully develop and present a Professional Education Portfolio with acceptable scores on all artifacts.</p>	<p>candidates, who were in the Semester Y (first semester of senior year) courses, completed the Portfolio Submission II. These candidates' scores used for this report were part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by the professional portfolio.</p> <p>Related Documents: Table 1-Portfolio Submission II Content Knowledge 2019-2020.docx</p>	
	<p>External reviewers (certified classroom teachers) will evaluate each candidate's portfolio including artifacts submitted to meet outcomes selected for this assessment. These reviewers will be randomly selected from a pool of highly recommended classroom teachers who teach in either public or private schools. Most will be nationally board certified teachers (all will be state certified teachers) and all either were or will be trained and experienced in evaluating portfolios. Reviewers will be paid by stipends and they will evaluate the portfolios. Each reviewer will evaluate an average of five or six portfolios. Their portfolio ratings represent candidates' final scores on the assessed artifacts for InTASC Standards 1-10.</p>		
	<p>* Learning Outcome Goal/Benchmark: All candidates must receive a passing score on the Professional Education Portfolio. Timeline for Assessment: Each</p>		

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
<p>Semester</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>Portfolio Ratings Rubric.pdf</p> <p>Capstone Assignment - PPAT</p> <p>Assessment Task 3-Each candidate is required to prepare and submit PPAT Task 3 during their internship semester in order to assess their ability to develop content related instruction, use of technology, and to facilitate student learning.</p> <p>Course instructors evaluate each candidate's PPAT Task 3, including artifacts submitted to meet outcomes selected for this assessment. PPAT Task 3 rates candidates for InTASC Standards 1-4; 6-9.</p> <p>* Learning Outcome</p> <p>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).</p> <p>Timeline for Assessment: Each semester</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>Task 3 Rubric.pdf</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Elementary Education candidates scored an average of 3.0 on their PPAT Task 3 demonstrating content knowledge. (09/11/2020)</p> <p>Number of Students Assessed: 81</p> <p>Number of Successful Students: 81</p> <p>How were students selected to participate in the assessment of this outcome?: All Elementary Education candidates, who were in their clinical practice internship (student teaching), completed the PPAT Task 3. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by Task 3 of the PPAT.</p> <p>Related Documents:</p> <p>Table 2-PPAT Task 3 Content Knowledge 2019-2020.docx</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Elementary Education candidates, on average, scored at 240 or above overall on the OGET, which indicates adequate content knowledge. (09/11/2020)</p> <p>Number of Students Assessed: 46</p> <p>Number of Successful Students: 46</p> <p>How were students selected to participate in the assessment of this outcome?: All Elementary Education</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their understanding of content knowledge through the completion of PPAT Task 3 so they are able to develop content related instruction to facilitate student learning. (09/11/2020)</p>
<p>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</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Elementary Education candidates, on average, scored at 240 or above overall on the OGET, which indicates adequate content knowledge. (09/11/2020)</p> <p>Number of Students Assessed: 46</p> <p>Number of Successful Students: 46</p> <p>How were students selected to participate in the assessment of this outcome?: All Elementary Education</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their understanding of content knowledge through coursework. Faculty will also hold "Constructed Response" writing workshops to help support candidates. (09/11/2020)</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their understanding of content knowledge through coursework. Faculty will also hold "Constructed Response" writing workshops to help support candidates. (09/11/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>general education coursework.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: All candidates must receive the minimum required score (240) for OGET set by Oklahoma’s Office of Educational Quality and Accountability (OEQA).</p> <p>Timeline for Assessment: Each semester</p> <p>Other Assessment Type:</p> <p>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.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: All candidates must receive the minimum required score (240) for OSAT set by Oklahoma’s Office of Educational Quality and Accountability (OEQA).</p> <p>Timeline for Assessment: Each semester</p> <p>Other Assessment Type:</p>	<p>candidates, who wished to gain admittance to the Professional Education Unit, must successfully pass the OGET while completing their 12 hours of general education work in each content area. These candidates' scores used for this report were part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by the state testing agencies on the OGET, which demonstrates content knowledge.</p> <p>Related Documents: Table 3-OGET Content Knowledge 2019-2020.docx</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Although candidates were below the minimum score of 240 on Subarea 3 on Subtest 1 and Subarea 1 of Subtest II, Elementary Education candidates, on average, scored at a passing level or above overall on the OSAT Subtests I & II, which indicates adequate content knowledge. (09/11/2020)</p> <p>Number of Students Assessed: 61</p> <p>Number of Successful Students: 61</p> <p>How were students selected to participate in the assessment of this outcome?: All Elementary Education candidates, who wished to gain admittance to the Professional Education Unit, must successfully pass the OSAT Subtests I & II. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by the state testing agencies on Subtests I & II of the OSAT, which demonstrated content knowledge.</p> <p>Related Documents: Table 4 and Table 5-OSAT Content Knowledge 2019-2020.docx</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their understanding of content knowledge through coursework and constructed response workshops. Faculty will also continue to embed content into the methods courses, especially in the area of Social Studies. (09/11/2020)</p>
<p>Pedagogy - Student demonstrates effective instructional skills to meet the needs of diverse learners.</p>	<p>Comprehensive, Certification, or Professional Exam(s) - The OPTE is designed to assess professional</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Although candidates were below the minimum score of 240</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their understanding</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
<p>Outcome Status: Active Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024 Start Date: Archived Date: Outcome Type: Skills Reason for Archival:</p>	<p>knowledge and skills needed by entry level Oklahoma Educators. The PEU recommends that candidates take this exam during the final (clinical practice) semester since this is the time when most or all of professional education course work will be completed. Minimum required score for OPTE set by Oklahoma's Office of Educational Quality and Accountability (OEQA) is 240.</p> <p>* 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 Other Assessment Type:</p> <p>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</p>	<p>on Subareas 4, 5, and 6, Elementary Education candidates, on average, scored at a passing level or above overall on the OPTE, which indicates adequate understanding of instructional skills that meet the needs of diverse learners. The reported scores of Subareas 4, 5, and 6 are constructed response items, which correspond with the multiple-choice items in Subareas 1, 2, and 3. (09/11/2020) Number of Students Assessed: 25 Number of Successful Students: 25 How were students selected to participate in the assessment of this outcome?: All Elementary Education candidates, who did not participate in the PPAT assessment but who wished to be recommended for certification, must successfully pass the OPTE. These candidates' scores used for this report were a part of the Professional Education Unit's database. What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by the state testing agencies on the OPTE, which demonstrates an understanding of pedagogy. Related Documents: Table 6-OPTE Pedagogy 2019-2020.docx Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) Elementary Education candidates scored an average of 2.3 on their Submission II portfolio demonstrating an understanding of pedagogy. (09/11/2020) Number of Students Assessed: 94 Number of Successful Students: 94 How were students selected to participate in the assessment of this outcome?: All Elementary Education candidates, who were in the Semester Y (first semester of senior year) courses, completed the Portfolio Submission II. These candidates' scores used for this report were part of the Professional Educations Unit's database. What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by the professional portfolio. Related Documents:</p>	<p>of pedagogy through coursework and constructed response workshops. (09/11/2020)</p> <p>Use of Findings (Actions): Faculty will continue to support candidates in their understanding of effective instructional skills that meet the needs of diverse learners. (09/11/2020)</p>

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Findings</i>	<i>Use of Findings (Actions)</i>
	<p>present a Professional Education Portfolio with acceptable scores on all artifacts.</p> <p>External reviewers (certified classroom teachers) will evaluate each candidate's portfolio including artifacts submitted to meet outcomes selected for this assessment. These reviewers will be randomly selected from a pool of highly recommended classroom teachers who teach in either public or private schools. Most will be nationally board certified teachers (all will be state certified teachers) and all either were or will be trained and experienced in evaluating portfolios. Reviewers will be paid by stipends and they will evaluate the portfolios. Each reviewer will evaluate an average of five or six portfolios. Their portfolio ratings represent candidates' final scores on the assessed artifacts for InTASC Standards 1-10.</p> <p>* Learning Outcome Goal/Benchmark: All candidates must receive a passing score on the Professional Education Portfolio. Timeline for Assessment: Other Assessment Type: 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</p>	<p>Table 7-Portfolio Submission II Pedagogy 2019-2020.docx</p> <p>Reporting Period: 2019 - 2020 Conclusion: 3 - Meets Program Expectations (Proficient) Elementary Education candidates scored an average of 3.0 on their PPAT Task 2 demonstrating the use of effective instructional skills to meet the needs of diverse learners. (09/11/2020)</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their understanding of pedagogy through the completion of PPAT Task 2 so they are able to demonstrate effective</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>assessment data in order to measure and inform student learning.</p> <p>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.</p> <p>* Learning Outcome</p> <p>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).</p> <p>Timeline for Assessment:</p> <p>Other Assessment Type:</p> <p>Related Documents: Task 2 Rubric.pdf</p>	<p>Number of Students Assessed: 81</p> <p>Number of Successful Students: 81</p> <p>How were students selected to participate in the assessment of this outcome?: All Elementary Education candidates, who were in the clinical practice internship (student teaching), completed the PPAT Task 2. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by Task 2 of the PPAT.</p> <p>Related Documents: Table 8-PPAT Task 2 Pedagogy 2019-2020.docx</p>	<p>instructional skills that meet the needs of diverse learners. (09/11/2020)</p>
<p>Management of Instruction - Student demonstrates effective management of instructional environments.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>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</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Elementary Education candidates scored an average of 2.3 on their Submission II portfolio demonstrating an understanding of effective management of instructional environments. (09/11/2020)</p> <p>Number of Students Assessed: 94</p> <p>Number of Successful Students: 94</p> <p>How were students selected to participate in the assessment of this outcome?: All Elementary Education candidates, who were in the Semester Y (first semester of senior year) courses, completed the Portfolio Submission II. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by the professional portfolio.</p> <p>Related Documents: Table 9-Portfolio Submission II Management of Instruction</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their understanding of effective management in the instructional environment through coursework and field experiences. (09/11/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>all artifacts.</p> <p>External reviewers (certified classroom teachers) will evaluate each candidate's portfolio including artifacts submitted to meet outcomes selected for this assessment. These reviewers will be randomly selected from a pool of highly recommended classroom teachers who teach in either public or private schools. Most will be nationally board certified teachers (all will be state certified teachers) and all either were or will be trained and experienced in evaluating portfolios. Reviewers will be paid by stipends and they will evaluate the portfolios. Each reviewer will evaluate an average of five or six portfolios. Their portfolio ratings represent candidates' final scores on the assessed artifacts for InTASC Standards 1-10.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: All candidates must receive a passing score on the Professional Education Portfolio.</p> <p>Timeline for Assessment: Each Semester</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>Portfolio Ratings Rubric.pdf</p> <p>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</p>	<p>2019-2020.docx</p> <p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Elementary Education candidates scored an average of 3.0 on the PPAT Task 4 demonstrating the use of effective management on instructional environments. (09/11/2020)</p> <p>Number of Students Assessed: 81</p> <p>Number of Successful Students: 81</p> <p>How were students selected to participate in the</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their completion of PPAT Task 4 so they are able to demonstrate effective management of instructional environments. (09/11/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>instruction for the whole class and individual students; and show an understanding of reflective practice.</p> <p>Course instructors evaluate each candidate's PPAT Task 4, including artifacts submitted to meet outcomes selected for this assessment. PPAT Task 4 rates candidates for InTASC Standards 1-9.</p> <p>* Learning Outcome</p> <p>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).</p> <p>Timeline for Assessment:</p> <p>Other Assessment Type:</p>	<p>assessment of this outcome?: All Elementary Education candidates, who were in their clinical practice internship (student teaching), completed the PPAT Task 4. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by Task 4 of the PPAT.</p> <p>Related Documents:</p> <p>Table 10-PPAT Task 4 Management of Instruction 2019-2020.docx</p>	
<p>Leadership and Collaboration -</p> <p>Student fosters positive interactions with school colleagues, parents/families, and organizations in the community to support student learning.</p> <p>Outcome Status: Active</p> <p>Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022, 2022 - 2023, 2023 - 2024</p> <p>Start Date:</p> <p>Archived Date:</p> <p>Outcome Type: Skills</p> <p>Reason for Archival:</p>	<p>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.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient)</p> <p>Elementary Education candidates scored an average of 2.4 on their Submission II portfolio demonstrating an understanding the necessity of leadership and collaboration to support student learning. (09/11/2020)</p> <p>Number of Students Assessed: 94</p> <p>Number of Successful Students: 94</p> <p>How were students selected to participate in the assessment of this outcome?: All Elementary Education candidates, who were in their Semester Y (first semester of senior year) courses, completed the Portfolio Submission II. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by the professional portfolio.</p> <p>Related Documents:</p> <p>Table 11-Portfolio Submission II Leadership and Collaboration 2019-2020.docx</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in the importance of fostering positive interactions with school colleagues, parents/families, and organizations in the community in order to support student learning. (09/11/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>External reviewers (certified classroom teachers) will evaluate each candidate's portfolio including artifacts submitted to meet outcomes selected for this assessment. These reviewers will be randomly selected from a pool of highly recommended classroom teachers who teach in either public or private schools. Most will be nationally board certified teachers (all will be state certified teachers) and all either were or will be trained and experienced in evaluating portfolios. Reviewers will be paid by stipends and they will evaluate the portfolios. Each reviewer will evaluate an average of five or six portfolios. Their portfolio ratings represent candidates' final scores on the assessed artifacts for InTASC Standards 1-10.</p> <p>* Learning Outcome</p> <p>Goal/Benchmark: All candidates must receive a passing score on the Professional Education Portfolio.</p> <p>Timeline for Assessment: Each Semester</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>Portfolio Ratings Rubric.pdf</p> <p>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.</p>	<p>Reporting Period: 2019 - 2020</p> <p>Conclusion: 3 - Meets Program Expectations (Proficient) Elementary Education candidates scored an average of 3.0 on their PPAT Task 1 demonstrating their ability to foster positive interactions with school colleagues, parents/families, and organizations in the community to support student learning. (09/11/2020)</p> <p>Number of Students Assessed: 86</p> <p>Number of Successful Students: 86</p>	<p>Use of Findings (Actions): Faculty will continue to support candidates in their completion of PPAT Task 1 so they are able to demonstrate the understanding of the importance of leadership and collaboration to help support student learning. (09/11/2020)</p>

Outcomes	Assessment Methods	Findings	Use of Findings (Actions)
	<p>Content area faculty/course instructors evaluate each student's PPAT including artifacts submitted to meet outcomes selected for this assessment. PPAT Task 1 rates candidates for InTASC Standards 1-4;6-10.</p> <p>* Learning Outcome</p> <p>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).</p> <p>Timeline for Assessment:</p> <p>Other Assessment Type:</p> <p>Related Documents:</p> <p>Task 1 Rubric.pdf</p>	<p>How were students selected to participate in the assessment of this outcome?: All Elementary Education candidates, who were in their Semester Y (first semester of senior year), completed the PPAT Task 1. These candidates' scores used for this report were a part of the Professional Education Unit's database.</p> <p>What do the findings suggest about student achievement of this learning outcome?: On average, all candidates in the Elementary Education program met the standards set by Task 1 of the PPAT.</p> <p>Related Documents:</p> <p>Table 12-PPAT Task 1 Leadership and Collaboration 2019-2020.docx</p>	