

Program Plans: Outcomes and Assessment Methods



Program (EHS) - STLES - Teaching (MAT) - 511

Program Mission Statement: The broad mission of the School of Teaching, Learning and Educational Sciences (STLES) is to employ and model authentic, engaging methods and innovative, collaborative practices to develop scholars, especially teachers and teacher educators, who are transformative leaders and reflective practitioners adept at using creative and effective methods of teaching to foster just and productive communities. 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) to educate students in the fields of curriculum and instruction and to prepare students for professional opportunities in education.

The Master of Arts in Teaching (MAT) degree is designed to help prospective teachers to understand teaching as a profession, understand characteristics of diverse learners and strategies for addressing their needs, and how to effectively manage a classroom. The MAT also helps future teachers to develop rigorous, research-based instructional understanding of content and pedagogy that is important to future elementary, secondary, and K-12 teachers. Finally, in order to promote confidence and accelerate professional development, MAT students begin a carefully scaffolded sequence of intensive field experiences in their first semester of their program that continues throughout their coursework and culminates with student teaching.

Outcome: Student Learning Outcome 1: Content Knowledge in Practice

The candidate will be able to demonstrate content knowledge and apply that content knowledge in practice.

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Outcome Type: Knowledge

Assessment Methods

Portfolio Review - Portfolio Submission II: They demonstrate their academic content knowledge during portfolio submission II 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. InTASC Standard 4 and 5 are 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 II. 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 teacher candidates' responses with scores of 3 (Exceeds Standards), 2 (Meets Standards), 1 (Approaches Standard), and 0 (Unacceptable). (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal that 100% of our students will pass this portfolio submission.

Timeline for Assessment: The portfolio submissions occur at specific times during their program. Once students have submitted that data, we will collect and analyze it.

Oral Presentation - Students meet with MAT faculty and advisers to discuss their portfolio and their experiences - focusing on growth - throughout the program. Students are presented with questions from faculty that align with the portfolio artifacts and narrative. After the oral presentation, the faculty meet to determine whether the student passes or fails, reaching consensus as a group. (Active)

Program (EHS) - STLES - Teaching (MAT) - 511

*** Learning Outcome Goal/Benchmark:** We have a goal that 100% of our students will pass this oral presentation.

Timeline for Assessment: This assessment occurs the final semester of their program, once their Portfolio (which is submitted throughout their program) is complete.

Outcome: Student Learning Outcome 2: Meet the needs of diverse learners and management of environments

The candidate will be able to demonstrate effective instructional skills to meet the needs of diverse learners and to demonstrate effective management of instructional environments.

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Outcome Type: Skills

Assessment Methods

Portfolio Review - Portfolio Submission II (Standards 2, 6, 7, and 8): MAT candidates learn and practice Learning Outcome #2 during their professional education program. They demonstrate their effective instructional skills during portfolio submission II 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. For Standard 2, 6, 7, and 8, there are eight specific areas assessed. (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal of a 100% pass rate for this outcome.

Timeline for Assessment: As described above, the portfolio submissions occur at specific times during their program. Once students have submitted that data, we will collect and analyze it.

Comprehensive, Certification, or Professional Exam(s) - 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 OGET set by Oklahoma's Office of Educational Quality and Accountability (OEQA) is 240. The students' scores on Subarea I: Learners and Learning and Subarea II: Instructional Practice will be used to measure Outcome #2. Candidates wishing to become certified in elementary will have to take the OPTE PK-8 test and the candidates wishing to become certified in grades 6-8 must take the OPTE 6-12 exam. Both exams have 75 selected response items (70%) with three written performance assignments that have candidates discuss managing the learning environment (10%), instruction for students with diverse needs (10%) and collaboration in the school community (10%). (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal of a 100% pass rate for this outcome.

Timeline for Assessment: The exam occurs at specific times during their program. Once students have submitted that data, we will collect and analyze it.

Supervisor Evaluation - Clinical Practice Evaluation (Rubric in Section G): The Clinical Practice Evaluation (CPE) for MAT is the program's instrument for evaluating interns' classroom practice. The instrument contains a general evaluation section that is used across the OSU Professional Education Unit and an MAT specific section. Since the MAT programs are so different, we will just use the general evaluation section for this assessment. In the general evaluation section, candidates are scored using a 4-point scale: 0 (Not Observed), 1 (Emerging), 2 (Developing) and 3 (Target). The general evaluation section includes 14 items that are correlated with the InTASC Standards and assess Leadership, Ethics, Content Knowledge, Integration, Human Growth and Development, 7 Teaching/Professional Practice, Assessment, Learning Environment, Technology, Diversity, and Service Orientation/Community Outreach. All teacher candidates receive a copy of the evaluation forms prior to student teaching and discuss the performance level required to earn the scores indicated on the rubric. Each teacher candidate is formally evaluated 3 times during the student teaching semester by both the university supervisor and cooperating teacher. Additionally, the cooperating teacher is constantly

Program (EHS) - STLES - Teaching (MAT) - 511

providing formative feedback. (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal of a 100% pass rate for this outcome.

Timeline for Assessment: The CPE is completed at two points during the student teaching experience (i.e. at the midpoint and end of student teaching) by both the cooperating teacher and university supervisor. Whenever possible a three-way conference including the teacher candidate, cooperating teacher, and university supervisor is held to discuss each item on the evaluation at the midpoint and end of student teaching. If not possible, the cooperating teacher and teacher candidate discuss and complete the form together, then the university supervisor and teacher candidate discuss and complete the form together. The summative assessment occurs at the end of the candidate's student teaching and is presented here.

Outcome: Student Learning Outcome 3: Encourage Social Interaction, Motivation, Active Engagement

The candidate 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.

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Outcome Type: Disposition

Assessment Methods

Oral Presentation - Students meet with MAT faculty and advisers to discuss their portfolio and their experiences - focusing on growth - throughout the program. Students are presented with questions from faculty that align with the portfolio artifacts and narrative. After the oral presentation, the faculty meet to determine whether the student passes or fails, reaching consensus as a group. (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal that 100% of our students will pass this oral presentation.

Timeline for Assessment: This assessment occurs the final semester of their program, once their Portfolio (which is submitted throughout their program) is complete.

Comprehensive, Certification, or Professional Exam(s) - Oklahoma Professional Teaching Examination (OPTE): The students' scores on Subarea I: Learners and Learning and Subarea II: Instructional Practice will be used to measure Outcome #3. (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal of a 100% pass rate for this outcome.

Timeline for Assessment: The exam occurs at specific times during their program. Once students have submitted that data, we will collect and analyze it.

Supervisor Evaluation - Clinical Practice Evaluation (Rubric in Section G): The Clinical Practice Evaluation (CPE) for MAT is the program's instrument for evaluating interns' classroom practice. The instrument contains a general evaluation section that is used across the OSU Professional Education Unit and an MAT specific section. Since the MAT programs are so different, we will just use the general evaluation section for this assessment. In the general evaluation section, candidates are scored using a 4-point scale: 0 (Not Observed), 1 (Emerging), 2 (Developing) and 3 (Target). The general evaluation section includes 14 items that are correlated with the InTASC Standards and assess Leadership, Ethics, Content Knowledge, Integration, Human Growth and Development, 7 Teaching/Professional Practice, Assessment, Learning Environment, Technology, Diversity, and Service Orientation/Community Outreach. All teacher candidates receive a copy of the evaluation forms prior to student teaching and discuss the performance level required to earn the scores indicated on the rubric. Each teacher candidate is formally evaluated 3 times during the student teaching semester by both the university supervisor and cooperating teacher. Additionally, the cooperating teacher is constantly providing formative feedback. (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal of a 100% pass rate for this outcome.

Timeline for Assessment: The CPE is completed at two points during the student teaching experience (i.e. at the midpoint and end of student teaching) by both the cooperating teacher and university supervisor. Whenever possible a three-way conference including the teacher candidate, cooperating teacher, and university supervisor is held to discuss each item on the evaluation at the midpoint and end of student teaching. If not possible, the cooperating teacher and teacher candidate discuss and complete

Program (EHS) - STLES - Teaching (MAT) - 511

the form together, then the university supervisor and teacher candidate discuss and complete the form together. The summative assessment occurs at the end of the candidate's student teaching and is presented here.

Outcome: Student Outcome 4: Positive Interaction with colleagues, families, and community organizations

The candidate will be able to foster positive interaction with school colleagues, parents/families, and organizations in the community to actively engage them in support of students' learning and well-being.

Outcome Status: Active

Planned Assessment Year: 2016 - 2017, 2017 - 2018, 2018 - 2019, 2019 - 2020

Outcome Type: Disposition

Assessment Methods

Portfolio Review - Professional education program Portfolio Submission III (Standard 9 and 10). 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. Standard 9 and 10 are 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. (Active)

*** Learning Outcome Goal/Benchmark:** We would like to have a 100% pass on this outcome.

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

Comprehensive, Certification, or Professional Exam(s) - Oklahoma Professional Teaching Examination (OPTE): The students' scores on Subarea III: The Professional Environment will be used to measure Outcome #3. Candidates wishing to become certified in elementary will have to take the OPTE PK-8 test and the candidates wishing to become certified in grades 6-8 must take the OPTE 6-12 exam. (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal of a 100% pass rate for this outcome.

Timeline for Assessment: The OPTE is typically completed in their final semester of the program

Supervisor Evaluation - Clinical Practice Evaluation (Rubric in Section G): The Clinical Practice Evaluation (CPE) for MAT is the program's instrument for evaluating interns' classroom practice. The instrument contains a general evaluation section that is used across the OSU Professional Education Unit and an MAT specific section. Since the MAT programs are so different, we will just use the general evaluation section for this assessment. In the general evaluation section, candidates are scored using a 4-point scale: 0 (Not Observed), 1 (Emerging), 2 (Developing) and 3 (Target). The general evaluation section includes 14 items that are correlated with the InTASC Standards and assess Leadership, Ethics, Content Knowledge, Integration, Human Growth and Development, 7 Teaching/Professional Practice, Assessment, Learning Environment, Technology, Diversity, and Service Orientation/Community Outreach. All teacher candidates receive a copy of the evaluation forms prior to student teaching and discuss the performance level required to earn the scores indicated on the rubric. Each teacher candidate is formally evaluated 3 times during the student teaching semester by both the university supervisor and cooperating teacher. Additionally, the cooperating teacher is constantly providing formative feedback. (Active)

*** Learning Outcome Goal/Benchmark:** We have a goal of a 100% pass rate for this outcome.

Timeline for Assessment: The CPE is completed at two points during the student teaching experience (i.e. at the midpoint and end of student teaching) by both the cooperating teacher and university supervisor. Whenever possible a three-way conference including the teacher candidate, cooperating teacher, and university supervisor is held to discuss each item on the evaluation at the midpoint and end of student teaching. If not possible, the cooperating teacher and teacher candidate discuss and complete the form together, then the university supervisor and teacher candidate discuss and complete the form together. The summative assessment occurs at the end of the candidate's student teaching and is presented here.

