# Program Mission

The Department of Education is committed to preparing educators to work in rural, suburban, and urban settings, and to educating leaders and professional specialty practitioners for leadership roles in schools and other community settings.

**Conceptual Framework:**

The Department of Education has six separate, yet strongly interdependent, Dimensions of Reflection that influence the education and development of educators at all levels of professional practice. This conceptual framework is embedded into all levels of the program and affects all candidates completing our program. Please note that these 6 Dimensions of Reflection are very consistent with the SLO’s identified below.

- Reflection on Self as an Emerging, Developing, and Maturing Professional
- Reflection on the Context of Teaching and Learning
- Reflection on Student Diversity
- Reflection on Content
- Reflection on Methods and Materials
- Reflection on Assessment as a Process for Change

# Program Student Learning Outcomes (PSLO)

*If the program has more than 6 PSLO, hit “Tab” in the last cell to add another row. Cells will expand to accommodate text.*

<table>
<thead>
<tr>
<th>PSLO</th>
<th>Upon completion of the program students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSLO 1</td>
<td>Demonstrate an understanding of the central concepts, tools of inquiry, and structures of specific disciplines, and be able to apply this knowledge in order to create meaningful learning opportunities for all students.</td>
</tr>
<tr>
<td>PSLO 2</td>
<td>Develop learning opportunities within the discipline that address different approaches to teaching and learning which are equitable based on developmental levels, and which are adapted to diverse learners, including those with exceptionalities.</td>
</tr>
<tr>
<td>PSLO 3</td>
<td>Demonstrate an ability to evaluate the effectiveness of instruction based upon the knowledge of all students, community, subject matter, and curriculum outcomes.</td>
</tr>
<tr>
<td>PSLO 4</td>
<td>Demonstrate an understanding of the role of technology within the discipline, and be able to demonstrate skill using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, and facilitate professional productivity and communication.</td>
</tr>
<tr>
<td>PSLO 5</td>
<td>Acquired the ability to understand and use formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.</td>
</tr>
</tbody>
</table>
## ASSESSMENT PLANNING CALENDAR

Indicate (mark with an X) the years in which each PSLO was/will be analyzed and reported. Cycle will repeat after Year 6.

If the program has more than 6 PSLO, “Copy and Paste” rows from this table below the existing table, beginning with the row numbering the PSLO.

<table>
<thead>
<tr>
<th></th>
<th>PSLO 1</th>
<th>PSLO 2</th>
<th>PSLO 3</th>
<th>PSLO 4</th>
<th>PSLO 5</th>
<th>PSLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1/2013-14</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Year 2/2014-15</td>
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<tr>
<td>Year 3/2015-16</td>
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<tr>
<td>Year 4/2016-17</td>
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<tr>
<td>Year 5/2017-18</td>
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<tr>
<td>Year 6/2018-19</td>
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</tr>
</tbody>
</table>

## ASSESSMENT MEASURES (Method)

Indicate (mark with an X) the type of assessment used to evaluate each PSLO. Check as many boxes as apply.

If the program has more than 6 PSLO, “Copy and Paste” rows from this table below the existing table, beginning with the row numbering the PSLO.

<table>
<thead>
<tr>
<th></th>
<th>PSLO 1</th>
<th>PSLO 2</th>
<th>PSLO 3</th>
<th>PSLO 4</th>
<th>PSLO 5</th>
<th>PSLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT</strong></td>
<td></td>
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</tr>
<tr>
<td>Portfolio</td>
<td>X</td>
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<tr>
<td>Performance Assessment (Art, Music, Theatre, etc.)</td>
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<tr>
<td>Performance Assessment (Off campus experience – Clinical, Internship, Practicum, etc.)</td>
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<tr>
<td>Professional Credentialing Exam</td>
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<tr>
<td>Major Field Test or National Exam</td>
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<tr>
<td>Course Embedded Assignment</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Project Evaluation (e.g. research)</td>
<td>X</td>
<td>X</td>
<td></td>
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<tr>
<td>Course Grades</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Other</td>
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<tr>
<td><strong>INDIRECT</strong></td>
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<tr>
<td>Surveys</td>
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<tr>
<td>Exit Interviews/Focus Groups</td>
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<tr>
<td>Other</td>
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</tr>
</tbody>
</table>
**PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19**

This document only needs to be updated when changes are made.

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**CURRICULUM MAP (Alignment)**

List all courses required for program majors and indicate, where applicable, (using the following key) the PSLO with which they are associated.

- **T** = Taught Only
- **X** = Taught and Assessed
- **A** = Assessed Only

If the program has more than 6 PSLO, “Copy and Paste” rows from this table below the existing table, beginning with the row numbering the PSLO.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>PSLO 1</th>
<th>PSLO 2</th>
<th>PSLO 3</th>
<th>PSLO 4</th>
<th>PSLO 5</th>
<th>PSLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 565</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 568</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>ED 572</td>
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<td></td>
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<tr>
<td>ED 560</td>
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<td>T</td>
<td>T</td>
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<tr>
<td>Tech El</td>
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<td></td>
</tr>
<tr>
<td>Field Exp Course</td>
<td>A</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C&amp;I Emphasis Courses</td>
<td>X</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

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**DATA COLLECTION & ANALYSIS CALENDAR**

Indicate how often assessment data are collected and analyzed for each PSLO.

- **Y** = every year, **S** = every semester, **2** = every other year, **3** = every 3 years, (etc.), **O** - Other (please explain)

If the program has more than 6 PSLO, hit “Tab” in the last cell to add another row.

<table>
<thead>
<tr>
<th>Program Student Learning Outcomes</th>
<th>Frequency of Data Collection</th>
<th>Frequency of Data Analysis</th>
<th>Threshold of Measure (ex: 75% of students will receive B or better) – see Assessment Plan Guide for additional instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSLO 1</td>
<td>Y</td>
<td>Y</td>
<td>Target level or better</td>
</tr>
<tr>
<td>PSLO 2</td>
<td>Y</td>
<td>Y</td>
<td>Target level or better</td>
</tr>
<tr>
<td>PSLO 3</td>
<td>Y</td>
<td>Y</td>
<td>Target level or better</td>
</tr>
<tr>
<td>PSLO 4</td>
<td>Y</td>
<td>Y</td>
<td>Target level or better</td>
</tr>
<tr>
<td>PSLO 5</td>
<td>Y</td>
<td>Y</td>
<td>Target level or better</td>
</tr>
<tr>
<td>PSLO 6</td>
<td></td>
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</tr>
</tbody>
</table>

If field experiences are a significant part of the program, explicitly address how validity and reliability of the evaluation instrument is ensured.

**Cell will expand to accommodate text.**
The Department has an assessment director who monitors the overall assessment system. The department has a formal Assessment Handbook. The department holds two assessment retreats each year (August & January) to review data on our entire assessment system. Minutes of these meetings are available. We monitor candidate progress through the program, program assessments and unit assessments. The program is nationally accredited through CAEP and one of the standards is in regards to assessment. We are required to maintain an assessment system that is complete, reliable, and is monitored and reviewed frequently. We maintain and assessment calendar which identifies when each of the assessments is conducted and reviewed. Data on candidate progress is also monitored by the Department’s Graduate Program committee which meets regularly during the year.

Candidates in all graduate programs in the Department of Education go through a three-phase assessment system. Data on each phase is reviewed at least on an annual basis by the department graduate program committee. Annual assessment reports are presented to the Education Department Graduate Committee and C&I emphasis coordinators at the beginning of the academic year. The latter group is in a position to review emphasis courses and to make changes where necessary to ensure that students interact with program learning outcomes in multiple courses. Phases I and II are formative assessment stages and candidates are monitored during this time.

**Assessment Phases for Candidates in Advanced Programs**

<table>
<thead>
<tr>
<th>Program</th>
<th>Phase I Admissions</th>
<th>Phase II Professional Development (formative)</th>
<th>Phase III Program Completion and Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Specialist</td>
<td>Last 60 hrs GPA ED Dept. Written Admissions Test 1 – 17 (or MAT/GRE scores)</td>
<td>Monitor course grades and dispositions</td>
<td>Program GPA 3.0 Capstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Performance 3.0 overall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practicum Evaluation – Target overall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content Test Program Completer Follow-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Survey Internship Evaluation</td>
</tr>
<tr>
<td>Adaptive Special Education K-6 6-12</td>
<td>Last 60 hrs GPA ED Dept. Written Admissions Test 1 – 17 (or MAT/GRE scores)</td>
<td>Monitor course grades and dispositions</td>
<td>Program GPA 3.0 Capstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Performance Practicum II Evaluation Grad Dispositions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content Test Program Completer Follow-up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Survey</td>
</tr>
<tr>
<td>Building Level</td>
<td>Last 60 hrs GPA ED Dept. Written Admissions Test 1 – 17 (or MAT/GRE scores)</td>
<td>Monitor course grades and dispositions</td>
<td>Program GPA 3.0 Capstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Performance 3.0 overall</td>
</tr>
</tbody>
</table>
## PROGRAM ASSESSMENT PLAN ~ 2013-14 through 2018-19

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<table>
<thead>
<tr>
<th>District Level</th>
<th>Completion of Building level program</th>
<th>Monitor course grades and dispositions</th>
<th>Content Test Program Completer Follow-up Survey</th>
<th>Program GPA 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Instruction Technology Literacy</td>
<td>Last 60 hrs GPA ED Dept. Written Admissions Test – 17 (or MAT/GRE scores)</td>
<td>Monitor course grades and dispositions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROGRAM ASSESSMENT PLAN REVIEW CYCLE

Indicate *(mark with an X in column 2)* the year(s) in which this Program Assessment Plan will be reviewed and indicate in column 3 (when applicable) when changes are made and addressed in the appropriate year’s annual report.

Cycle repeats after Year 6.

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Assessment Plan Review</th>
<th>Were changes made and addressed in the Annual Report? <em>Yes</em> or <em>No</em> (update when applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1/2013-14</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Year 2/2014-15</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Year 3/2015-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 4/2016-17</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Year 6/2018-19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>