



Education | 2018-2019 Assessment Plan

1. Please review last year's assessment results (2017-2018) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

Pre-service teachers in the Professional Program in Education must pass two assessments to be granted a teaching license by the Wisconsin Department of Public Instruction.

- a. One is the FoRT – The Foundations of Reading Test. All pre-service teachers seeking an early childhood or elementary teaching license must pass this test. To support pre-service teachers' success in passing the FoRT, the Professional Program in Education provides the following support:
 - All pre-service teachers seeking an early childhood or elementary teaching license must take a block of literacy courses.
 - In addition to these literacy courses, our literacy faculty member participates in the UW System FoRT Initiative working group. This group is a system wide collaboration that meets monthly to discuss institutional results and develop strategies for increasing student success.
 - Our literacy faculty member was trained by a national expert of the exam and has also taken the 4-hour test herself in an effort to better develop studyplans and provide resources for students.
 - Our literacy faculty member will continue to offer workshops for FoRT preparation to all pre-service teachers.
- b. The second is the edTPA (Teacher Performance Assessment in Education) – a national teacher performance assessment. All pre-service teachers (major and minor) must pass the EdTPA to be granted a teaching license by the Wisconsin Department of Public Instruction. The edTPA analyzes how well a pre-service teacher can plan, teach, and evaluate a lesson. To improve pre-service teachers' success on the edTPA, in addition course work and formative assessments in these courses, the Professional Program in Education provides the following support:
 - Student teacher workday(s)
 - On line and face-to-face workshops
 - Technical support for the submission
 - Our literacy education faculty member is currently going through this training process to provide help and guidance for students.
 - Our mathematics education faculty member has completed the edTPA scoring training through Pearson and is now able to provide greater guidance to those pre-service teachers who choose the elementary mathematics handbook.
 - A department working group has developed a new lesson plan to be implemented the curriculum that more closely aligns with the scope and sequencing, academic language and evidence of student learning in an effort to change the way students reflect on their professional practice.

2. Please review your program’s Learning Outcomes. Do any of them need to be updated or clarified?
- a. Please provide brief indications of the kinds of assessment (e.g. course exams, term papers, course projects, senior seminar, senior interview, etc.) that might be used to assess each outcome. (The purpose here is to see that your program has considered ways it might measure each outcome.)

Our Program’s learning outcomes are stated in Wisconsin Administrative Code PI 34 and are included in our program approval with the Wisconsin Department of Public Instruction for the certification of teachers. These outcomes are typically assessed through course assignments and activities, the performance of pre-service teachers in field placements (i.e., K-12 classroom experiences), and through pass rates on the edTPA and FoRT.

Please compare your Learning Outcomes to the University’s main learning objectives: interdisciplinary, problem-focused education; critical thinking; diversity; environmental sustainability; and engaged citizenship. (These objectives were identified in the MLLO Project, which may be found here: <http://www.uwgb.edu/MLLO/>.) Which programmatic outcomes match university mission outcomes?

Alignment of Programmatic Outcomes with University Mission	problem-focus	Inter-disciplinary	critical thinking	diversity	environmental sustainability	engaged citizenship
Which Outcomes align with the University’s Select Mission? (The number listed indicates the number of the Program’s Learning Outcome)	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	4	9 10

3. Which outcome will you assess this year (2018-2019)?

Standard 5: Application of Content

4. Which technique will you use to assess this outcome?

Continuing the work from previous years, we will collect pass rate data from the edTPA and FoRT. The Program will do a deeper analysis into the results of our students along with data collected through the UW System workgroup to assist us in making strategic decisions about the delivery of our courses and other resources (e.g., evening FoRT workshops).

5. Which course or group of students will you assess on the outcome chosen above and when?

The group of pre-service teachers who will be the focus of our assessment work are those who have taken at least one of these assessments (edTPA or FoRT). We will analyze pass rates at the end of each term. We will examine the effectiveness of previous strategies to increase pass rates (for example, blocking the courses, FoRT workshops, etc.) any relationships that exist between participation in FoRT workshops and FoRT scores. edTPA scores will be matched with the handbook that was completed, in most cases either elementary literacy or elementary mathematics.