

Program: Education

Academic Program Assessment Plan (2017-2018)

1. Please review last year's assessment results (2016-2017) 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?

There are three major ongoing assessments that students who complete the Professional Program in Education need to pass in order to be granted a teaching license by the Wisconsin Department of Public Instruction:

- a. edTPA – A national teacher performance assessment that analyzes how well a teacher candidate can plan, teach, and evaluate a lesson.
- b. FoRT – The Foundations of Reading Test needs to be passed by any teacher candidate seeking an early childhood or elementary teaching license. This assessment has proven to be a challenge for many teacher candidates.
- c. Content knowledge competency – Traditionally, this measure has been met through passing the PRAXIS II content knowledge exam, but another pathway has been approved – using a teacher candidate's grade point average, specifically a 3.0 GPA on a 4.0 scale will meet this measure.

Since these three assessments are high stakes for our teacher candidates (i.e., they will not be granted a teaching license without passing), the Program has been closely monitoring the pass rates of these assessments. We have also created resources and other learning supports to assist teacher candidates in their test preparation. Data collected about our efforts from 2016-17 will inform policies and procedures in 2017-18.

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 come from the Wisconsin Department of Public Instruction. We are bound by them in the certification of teachers. Each of these outcomes is typically assessed through course assignments and activities, the performance of teacher candidates in field placements (i.e., K-12 classroom experiences), and through pass rates on the edTPA, FoRT, and PRAXIS II.

- b. 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)	7	1 4	3 5 6 8	2		9 10

3. Which outcome will you assess this year (2017-2018)?

Standard 5: Application of Content

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

Based on a continuation of work from 2016-17, we will collect pass rate data from the edTPA, FoRT, and PRAXIS II. However, the Program will do a deeper analysis into the results from these assessments to assist us in making strategic decisions about the ways in which some of our courses (e.g., EDUC 307, EDUC 309, and EDUC 421) and other resources and supports (e.g., evening FoRT workshops) might need to be modified.

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

The group of students who will be the focus of our assessment work are those who have taken at least one of these assessments (edTPA, FoRT, or PRAXIS II). We will analyze pass rates at the end of each term. The FoRT scores of individual students will be matched with the semester in which they enrolled in the literacy block of courses (i.e., EDUC 307, EDUC 309, and EDUC 421). We will also examine 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.