

**Unit Assessment Plan Guidelines**  
Office of the Provost and Academic Affairs

Curriculum and Teaching

**Learning Goals and Objectives**

Student Learning Outcome 1: Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content instructional practice and professional responsibility.

Student Learning Outcome 2: Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students’ progress and their own professional practice.

Student Learning Outcome 3: Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies.

Student Learning Outcome 4: Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.

Student Learning Outcome 5: Candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning and enrich professional practice

**Assessment Methods**

LO 1. Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content instructional practice and professional responsibility.	edTPA NES ORELA Work Sample Final Teacher Evaluation Civil Rights Exam
LO2. Candidates use research and evidence to develop an understanding of the teaching profession and use both to measure students’ progress and their own professional practice.	edTPA Work Sample Final Teacher Evaluation
LO3. Candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies.	edTPA Work Sample Final Teacher Evaluation
LO4. Candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.	edTPA Work Sample Final Teacher Evaluation

<b>LO5.</b> Candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning and enrich professional practice	<b>edTPA</b> <b>Work Sample</b> <b>Final Teacher Evaluation</b>
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**Assessment Process**

Due to accreditation requirements, key assessment data are routinely collected and stored in the college’s assessment system, Tk20. Other required data are part of student’s academic records/files (i.e., FCP, C1, C2).

For the purposes of this accreditation, the faculty will look at the following Learning objects annually:

Learning Objective	AY 18-19	AY 19-20	AY 20-21	AY 21-22	AY 22-23
LO1	X		X		X
LO2	X		X		X
LO3	X		X		X
LO4		X		X	
LO5		X		X	

**Status, Outcomes and Results**

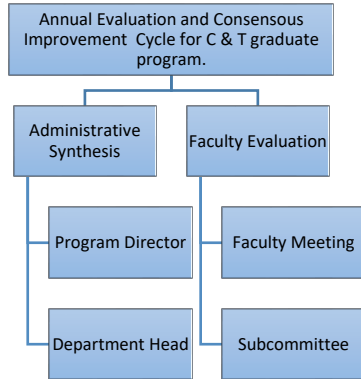
The program faculty regularly meets annually to review information from students and graduates (e.g., COE Exit Survey, Appendix P) about their experience in the program. The program faculty review all available information and discuss ways to support and enhance our effectiveness. Changes and improvements may include academic policy changes, changes in practicum policies and procedures, or addition of student supports. *The process following that meeting is discussed below in the Decisions, Plans and Recommendations.*

In addition, there is an external advisory group of professionals, alumni, and current students for the C&T program, the College of Education Consortium to Improve Professional Education (CIPE). This external advisory group is convened once per academic term to review and provide feedback based on relevant information regarding current faculty, program of study, admissions pool, current students, and alumni satisfaction and performance related to the program.

**Decisions, Plans and Recommendations**

Below is a table representing the process for the evaluation and development of program improvement plans for the C & T master’s degree and licensure program.

Table 1. Annual Review of Evaluative Information on Program

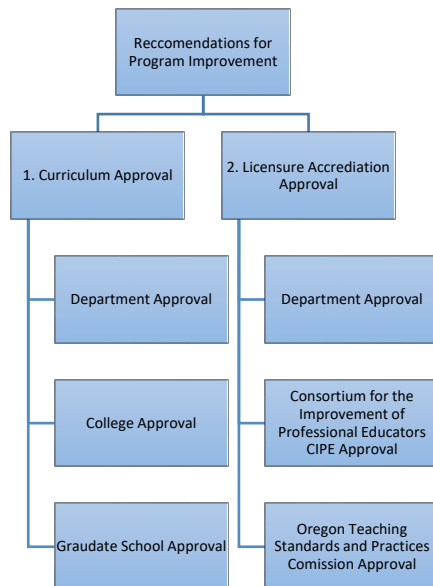


In the table you will note that there is an annual review of evaluative information for this program. This review begins each summer during Summer Term I. At that time the program director reviews program performance data and provides the data as well as a synthesis of the data to the department head. The department head and the program director then identify key areas of concern as well as key areas of strength.

The next step takes place at the first departmental meeting of fall quarter. At that time the departmental faculty review the evaluation and make additional recommendations. Where those recommendations merit a proposal, a subcommittee is established to design a program improvement proposal.

Table two below identifies the two paths for any program improvement. Where a program improvement design is related to curriculum and instruction, the proposal follows path #1. Where the program improvement design is related to a licensure requirement improvement, the proposal follows path #2.

Table 2. Annual Review of Evaluative Information on Program



Both program improvement path #1 and program improvement path #2 require a review process during term based meetings of each of the approving bodies.

To follow the process for program approval of any curricular improvement the recommendation of a faculty subcommittee must return to the subsequent faculty meeting for formal approval. From there the proposals moves to the COE Curriculum committee for approval and finally to the Graduate School Curriculum Committee for approval. At the point of overall approval, the program improvement is implemented for the next admission cycle.

To follow the process for program approval all licensure requirement improvement recommendations must return to the subsequent faculty meeting for formal approval. From there the proposals moves to the COE Consortium for the Improvement of Educator Preparation for approval and finally to the Oregon Teaching Standards and Practices Commission for approval. At the point of overall approval, the program improvement is implemented for the next admission cycle.

