Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Teacher Education
Academic Year of Report: 2019/20 (covering Summer 2017 through Spring 2020)
Date Submitted:11/13/2020
Report author: Clay Rasmussen, Teacher Education Department Chair & Sheryl Rushton Teacher Education Assessment Coordinator

Contact Information:
        Phone: x8653
        Email: clayrasmussen1@weber.edu

We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level results **page. Select the appropriate college and then your program from the subsequent page.**

A. **Mission Statement**

__x_ **Information is current; no changes required.**

Update if not current:

B. **Student Learning Outcomes**

_x__ **Information is current; no changes required.**

Update if not current:

C. **Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

___ **Information is current; no changes required.**

Update if not current (you may have access to the Google Sheet if that is easiest, or we can make the updates):

Curriculum Map can be found at:
https://docs.google.com/spreadsheets/d/1ymD9tiI54HuN0gv4ENrMCat6vpzVj80e3a7bdsUvzyo/edit?usp=sharing

D. **Program and Contact Information**

___ **Information is current; no changes required.**

Report due 11/15/2020

Update if not current:

The major purpose of the professional education programs in the Department of Teacher Education is to prepare candidates for teaching in elementary and secondary schools. Preparation is also provided for teachers of students with mild to moderate disabilities with the special education major. The department prepares students for endorsements in ESL (English as a Second Language), Dual Immersion, Basic Reading (graduate level only), and Education of the Gifted (graduate level only). All programs are approved by the Utah State Board of Education and the Association for Advancing Quality in Educator Preparation (AAQEP).

Dr. Clay Rasmussen
1351 Edvalson Street, Dept. 1304
Ogden, UT 84408-1304
Education Building, Rm 235
(801) 626-8653

E. Assessment Plan (please see our website for details on how to develop a program assessment plan)

_x__ Information is current; no changes required.

Update if not current: (this update can be via a Google Sheet if that is easiest; we can then embed the Google Sheet on your program web page, as we do with the curriculum grid)

New: High Impact Educational Experiences in the Curriculum
In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

	Department/Program use of High Impact Educational Experiences
Courses	HIEE

Report due 11/15/2020

EDUC 1010	18 hrs of classroom observation and teaching experiences
EDUC 2010	Capes -
EDUC 3210	practicum 54 hrs
EDUC 4210	practicum 80 hrs
EDUC 3910	Practicum 40 hrs
EDUC 4521	SPED practicum
EDUC 4670	SPED student teaching
EDUC 4680	Secondary Student teaching
EDUC 4840	ELED student teaching

HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences.

Additional information (HIEE planning, assessment, or other information):

F. Report of assessment results since the last report:

There are varieties of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) learning outcome being assessed, 2) method(s) of measurement used, 3) threshold for 'acceptable – that is, the target performance, 4) actual results of the assessment, 5) interpretation/reflection on findings 6) the course of action to be taken based upon the interpretation, and 7) how that action will be evaluated.

    A. Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Education Major (2017-2020)					
Measurable Learning Outcome Students will…	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results

Learning Outcome 1: Graduates meet the needs of diverse learners by creating a safe and equitable learning environment.	Measure 1: TSD Rationale This assessment is scored on a 4 point rubric	Measure 1: 80% of students will be 3 or above on a 4 pt rubric	Measure 1 *Undergraduate* Elem Mean=3.75 % at 3 or above=94% SecEd Mean=3.96 % at 3 or above=100% SpEd Mean=3.94 % at 3 or above=76% *GCT* Elem Mean=3.94 % at 3 or above=100% SecEd Mean=4.0 % at 3 or above=100% SpEd Mean=N/A	Measure 1: Elementary and secondary students are doing well at identifying factors that impact learning in the Lesson Rationale. However, some of the special education students need extra help with this measure.	Measure 1: Identify where the specifics of the rationale will be taught in the levels. Have students practice the rationale in all Practicum assignments.
	Measure 2: TSD Lesson Adaptations/ Accommodations. This assessment is scored on a 4 point rubric	Measure 2: 80% of students will be 3 or above on a 4 pt rubric	Measure 2: *Undergraduate* Elem Mean=3.64 % at 3 or above=81% SecEd Mean=3.60 % at 3 or above=71% SpEd Mean=3.60 % at 3 or above=79% *GCT* Elem Mean=3.94 % at 3 or above=98% SecEd Mean=3.94 % at 3 or above=100% SpEd Mean=N/A	Measure 2: The undergraduate students need additional help in planning for lesson adaptations and accommodations.	Measure 2: Identify where the specifics of the lesson adaptations and accommodations will be taught and retaught in the undergraduate levels.

Report due 11/15/2020

	Measure 3: Student Teaching Final Evaluation: Learning Environment. On this assessment, items are scored on a 0-3 scale with 0= not effective, 1= beginning, 2= developing, and 3 = preservice effective	Measure 3: 80% of the students will have 80% of items be Preservice Effective (3) on the rubric. Thus, the mean score will be 2.4 or above.	Measure 3: *Undergraduate* Elem Mean=2.87 % at 2.4 or above=90% SecEd Mean=2.89 % at 2.4 or above=93% SpEd Mean=2.92 % at 2.4 or above=98% *GCT* Elem Mean=2.87 % at 2.4 or above=85% SecEd Mean=2.91 % at 2.4 or above=95% SpEd Mean=3.00 % at 2.4 or above=100%	Measure 3: Students are creating an appropriate learning environment.	Measure 3: Establish minimum scores for passing student teaching based on rubric scores.
Learning Outcome 2: Graduates use effective instructional practices based	Measure 1: Praxis 2 Pass Rates	Measure 1: 90% of students pass the Praxis 2.	Measure 1: *Undergraduate and GCT* Elem. Pass: 84% Sec. Pass: 85%	Measure 1: Most students are passing the Praxis 2 test by the end of the program. However, more effort needs to be taken to help the Students	Measure 1: Inform students about the Praxis Prep course for 5001, first taught Fall 2017

on deep content knowledge and flexible pedagogical knowledge and skill.	Measure 2: Major GPA	Measure 2: 100% of graduates at 3.0 or better.	Measure 2: *Undergraduate* Elem Mean=3.77 % at 3.0 or above=100% SecEd Mean=3.64 % at 3.0 or above=98% SpEd Mean=3.72 % at 3.0 or above=100% *GCT* Elem Mean=3.99 % at 3.0 or above=100% SecEd Mean=3.95 % at 3.0 or above=100% SpEd GCT Mean=N/A	Measure 2: All but one student in Spring 2018 and one student in Fall 2018 met the state established criteria of 3.0 GPA at graduation.	Measure 2: Communicate results through UCTE.
	Measure 3: TSD Lessons and Assessments	Measure 3: 80 % of Students will have a mean score of 3 or higher on the Lesson Plan section and assessment subsection of the TSD rubric.	Measure 3: *Undergraduate* *Lesson Plans* Elem Mean=3.80 % at 3 or above=93% SecEd Mean=3.97 % at 3 or above=100% SpEd Mean=3.60 % at 3 or above=83% *Assessment* Elem Mean=3.62 % at 3 or above=80% SecEd Mean=3.37 % at 3 or above=67% SpEd Mean=3.80 % at 3 or above=81% *GCT* *Lesson Plans* Elem Mean=3.96 % at 3 or above=100% SecEd Mean=3.97	Measure 3: Students create effective lessons. However, Undergraduate secondary needs more guidance on lesson assessments	Measure 3: Continue to emphasize planning effective lessons with assessments.

			% at 3 or above=100% SpEd Mean=N/A *Assessment* Elem Mean=3.99 % at 3 or above=100% SecEd Mean=4 % at 3 or above=100% SpEd Mean=NA		

Measure 4: Student Teaching Final Evaluation: Lessons and Assessments	Measure 4: 80% of the students will have 80% of items be Preservice Effective (3) on the rubric. Thus, the mean score will be 2.4 or above.	Measure 4: *Undergraduate Assessment* Elem Mean=2.84 % at 2.4 or above=87% SecEd Mean=2.88 % at 2.4 or above=93% SpEd Mean=3.86 % at 2.4 or above=92% *Instructional Practices* Elem Mean=2.85 % at2.4 or above=89% SecEd Mean=2.88 % at 2.4 or above=93% SpEd Mean=2.91 % at 2.4 or above=98% *GCT Assessment* Elem Mean=2.84 % at 2.4 or above=82% SecEd Mean=2.88 % at 2.4 or above=94% SpEd Mean=3.00 % at 2.4 or above=100% *Instructional Practices* Elem Mean=2.82 % at 2.4 or above=82% SecEd Mean=2.92 % at 2.4 or above=96% SpEd Mean=3.00 % at 2.4 or above=100%	Measure 4: Students are developing and enacting appropriate lessons using a variety of strategies.	Measure 4: With state TED partners, develop validity and reliability studies for the instrument.

Learning Outcome 3: Graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities.	Measure 1: TSD Lesson Reflections	Measure 1: 80% of all students will be at or above 3 on the Lesson Reflections section of the TSD rubric.	Measure 1: *Undergraduate* Elem Mean=3.54 % at 3 or above=74% SecEd Mean=3.64 % at 3 or above=83% SpEd Mean=3.63 % at 3 or above=72% *GCT* Elem Mean=3.99 % at 3 or above=100% SecEd Mean=4.00 % at 3 or above=100% SpEd Mean=N/A	Measure 1: Undergraduate Elementary and Special Education students did not effectively reflect and analyze instruction. Secondary education and Graduate students were effective.	Measure 1: Work with elementary and special education students on analyzing student work and reflecting on progress.
	Measure 2: Student Teaching Final Evaluation: Professional Responsibility	Measure 2: 80% of the students will have 80% of items be Preservice Effective (3) on the rubric. Thus, the mean score will be 2.4 or above.	Measure 2: *Undergraduate* Elem Mean=2.91 % at 2.4 or above=96% SecEd Mean=2.91 % at 2.4 or above=95% SpEd Mean=2.90 % at 2.4 or above=97% *GCT* Elem Mean=2.87 % at 2.4 or above=85% SecEd Mean=2.90 % at 2.4 or above=94% SpEd Mean=3.00 % at 2.4 or above=100%	Measure 2: Students fulfill professional responsibilities and behave in an appropriate manner.	Measure 2: Continue to support students in their professional responsibilities. Establish minimum passing scores for final evaluation for passing student teaching.

Appendix A

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is enacting.

Date of Program Review: 2/5/2020	Recommendation - passed with no recommendations	Progress Description
Recommendation 1	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 2	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
Recommendation 3	Text of recommendation	#### +1 progress
		#### +2 progress
		#### +3 progress
		#### +4 progress
(add as needed)		

Additional narrative:
Teacher Education was accredited without any concerns or conditions.

Appendix B

Please provide the following information about the full-time *and adjunct faculty* contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

Faculty Headcount	2017-18	2018-19	2019-20
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	12	13	13
Full-time Non-Tenured (includes tenure-track)	10	8	9
Part-time and adjunct			1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured		1	
Part-time and adjunct	3	2	6
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct			
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured			
Full-time Non-tenured			
Part-time			

Appendix C – alternative format for Evidence of Learning Reporting; this can be in table form or as a narrative.

Course:

Program Outcome 1	
Aligned Course Outcome(s):	
Method(s) of measurement:	
Target Performance:	
Actual Performance:	
Interpretation/Reflection on findings:	
Action Plan/Use of Results:	
Intended evaluation of plan (closing the loop):	

Report due 11/15/2020

Please respond to the following questions.

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

   a. **Any** first-year students taking courses in your program(s)
   The Moyes COE received a weekly list from Admissions of all the new students and their W#s. Last spring and summer, the Teacher Ed. Advisement Staff sent emails and follow-up postcards to let them know we were here to help them with their schedules. We also called some of these students depending on their situation with a course schedule, etc. In addition, we were involved in the Virtual Weber Welcomes throughout the summer where students could get help with their schedules and have general questions answered.

   They didn't offer it this fall, but for the past three years, the FYE Program has offered a section designed for students interested in pursuing one of the majors within the Moyes COE. These sections have been full and we have had a lot of interest with students pursuing one of the majors within the Teacher Ed. Department. Kristin Radulovich was the instructor of this class so she was also able to incorporate academic advising specially to our majors.

   EDUC 1010 - Exploring Teaching is available for any student who wants to go into Teacher Education. We have some students who take this through Concurrent Enrollment in high school, but we also have some students who choose to take it their first year at WSU. We have done presentations in this class and provided information to students as they prepare to go into Teacher Education.

   b. Students declared in your program(s), whether or not they are taking courses in your program(s)

   The Moyes COE received a weekly list from Admissions of all the new students and their W#s. Last spring and summer, the Teacher Ed. Advisement Staff sent emails and follow-up postcards to let them know we were here to help them with their schedules. We also called some of these students depending on their situation with a course schedule, etc. In addition, we were involved in the Virtual Weber Welcomes throughout the summer where students could get help with their schedules and have general questions answered.

The Teacher Education Advisement Staff also sends emails to students based on their credit hours to inform them about the admissions process. We do this for the Elem. and Special Education majors as well as students pursuing secondary education. We also work closely with faculty in the content departments so they are aware of deadline dates, etc.

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

We are just beginning the implementation of a pedagogical performance assessment called PPA. It will measure students ability to analyze contextual factors affecting teaching and instruction. This topic is taught in several courses. Data will be forthcoming.

Glossary

Student Learning Outcomes/Measurable Learning Outcomes
The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.
- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid
A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:
- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')
The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance
How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop
The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement
An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence
Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence
Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences
Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see https://weber.edu/weberthrives/HIEE.html