

Weber State University  
Annual Assessment of Evidence of Learning

Department/Program: Teacher Education

Academic Year of Report: 2015/16

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**A. Brief Introductory Statement:**

Please review the Introductory Statement and contact information for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

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

**Information is not current; updates below.**

**Update:**

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 Council for the Accreditation of Educator Preparation.

Contact Information

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**B. Mission Statement**

Please review the Mission Statement for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed. If the information is not current, please provide an update:

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

**Information is not current; updates below.**

### **C. Student Learning Outcomes**

Please review the Student Learning Outcomes for your department displayed on the assessment site:

<http://www.weber.edu/portfolio/departments.html> - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If they are not current, please provide an update:

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

**Information is not current; updates below.**

### D. Curriculum

Please review the Curriculum Grid for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed. If the curriculum grid is not current, please provide an update:

Information is current; no changes required.

Information is not current; updates below (added S on EDUC 4850 in Outcome 1 and 3 for Elementary and included GCT Curriculum Grid)

Curriculum Map Undergraduate Elementary, Secondary, and Special Ed <i>F=assessed formatively</i> <i>S=assessed summatively</i>		Learning Outcomes			
		Outcome 1: The Learner and Learning	Outcome 2: Instructional Practice	Outcome 3: Professional Responsibility	
Elementary Education	Level 1	EDUC 3120: Reading Instruction in the Primary Grades		F	F
		EDUC 3140: Educational Psychology	F		F
		EDUC 3205: Culturally and Linguistically Responsive Teaching	F		F
		EDUC 3270: Differentiation and Collaboration	F		F
	Level 2	EDUC 3100: Instructional Planning and Assessment	F	F	F
		EDUC 3240: Reading Instruction in the Intermediate Grades	F	F	F
		PEP 3620: Methods of Teaching Physical Education and Health	F	F	F
		EDUC 4345: Integrating Creative Arts	F	F	F
		EDUC 3210: Elementary Level 2 Practicum	F		F
	Level 3	EDUC 4300: Elementary Mathematics Methods	F	F	F
		EDUC 4320: Elementary Language Arts Methods	F	F	F
		EDUC 4330: Elementary Science Methods		F	F
		EDUC 3280: Elementary Social Studies	F	F	F
		EDUC 3115: Media Integration in Elementary School Settings		F	F
	ST	EDUC 4210: Elementary Level 3 Practicum	F	F	F
EDUC 4840: Student Teaching		S	S	S	
	EDUC 4850: Integrated Elementary Ed Student Teaching Sem.	S	S	S	
Special Education	Level 1	EDUC 3120: Reading Instruction in the Primary Grades	F	F	F
		EDUC 3140: Educational Psychology	F		F
		EDUC 3205: Culturally and Linguistically Responsive Teaching	F		F
		EDUC 3270: Differentiation and Collaboration	F		F
		EDUC 4515: Foundations in Special Education Practice and Law	F	F	F
	Level 2	EDUC 4530: Assessment in Special Education		F	F
		EDUC 4540: Managing Student Behavior	F	F	F
		EDUC 4550: Instructional Planning and Learning Environments	F	F	F
		EDUC 4560: Validated Methods: Mathematics	F	F	F

Curriculum Map Undergraduate Elementary, Secondary, and Special Ed <i>F=assessed formatively</i> <i>S=assessed summatively</i>			Learning Outcomes			
			Outcome 1: The Learner and Learning	Outcome 2: Instructional Practice	Outcome 3: Professional Responsibility	
	Level 3	EDUC 4521: Practicum in Special Education	F		F	
		EDUC 4555: Validated Methods: Reading	F	F	F	
		EDUC 4570: Validated Methods: Written Expression	F	F	F	
		EDUC 4580: Learning Strategies/Transition for Spec Ed Students	F	F	F	
		EDUC 4581: Pre-Student Teaching in Special Education	F		F	
	ST	EDUC 4680: Student Teaching in Special Education	S	S	S	
		EDUC 4686: Special Education Student Teaching Seminar	S	S	S	
	Secondary Ed	Pro Core	EDUC 3220: Foundations of Diversity	F	F	F
			EDUC 3265: The Exceptional Student	F	F	
			EDUC 3900: Preparing, Teaching, and Assessing Instruction	F	F	
EDUC 3935: Reading and Writing Across the Sec Curriculum			F	F		
EDUC 3315: Media Integration in the Secondary School Setting				F		
EDUC 3910: Secondary Education Practicum			F	F	F	
ST		EDUC 4940: Student Teaching in Secondary Education	S	S	S	
		EDUC 4950: Integrated Secondary Student Teaching Seminar	S	S	S	

Curriculum Map Graduate Certificate in Teaching			Learning Outcomes		
			Outcome 1: The Learner and Learning	Outcome 2: Instructional Practice	Outcome 3: Professional Responsibility
<i>f=assessed formatively</i> <i>s=assessed summatively</i>					
Elementary Education	6020	Diversity in Education (2)	F	F	F
	6050	Curriculum Design, Evaluation, & Assessment (3)	F	F	F
	6110	Introduction to Classroom Management (3)	F	F	F
	6229	Instructional Technology for Pre-Service Teachers (2)			F
	6265	Foundations of Inclusive Teaching (2)	F	F	F
	6311	Content Instruction in the Elementary School: Science (2)		F	F
	6312	Content Instruction in the Elementary School: Mathematics (2)	F	F	F
	6313	Content Instruction in the Elementary School: Social Studies (2)	F	F	F
	6314	Reading Instruction in Elementary Schools (2)	F		F
	6316	Language Arts Instruction in Elementary Schools (2)	F	F	F
	6317	Arts Integration for Elementary Teachers (2)	F	F	F
	6860	Practicum in Education (2)	F	F	F

	6870	Student Teaching: Elementary (6)	S	S	S
Special Education	6515	Foundations in Sp. Ed.: Law and Practice (3)	F	F	F
	6530	Principles & Applications of Special Education Assessment (3)	F		F
	6540	Managing Student Behavior/Teaching Social Skills (3)	F	F	F
	6050	Curriculum Design, Evaluation, & Assessment (3) <i>(SPED version)</i>	F	F	F
	6565	Advanced Instructional Methods: English Language Arts (3)	F	F	F
	6575	Advanced Instructional Methods and Practicum: Mathematics (4)	F	F	F
	6580	Learning Strategies and Transition for Sec. Special Ed. Students (3)	F	F	F
	6860	Practicum in Education (2) <i>[must be taken with 6565/6575]</i>	F		F
	6890	Student Teaching: Special Education (4-6)	S	S	S
Secondary Ed	6020	Diversity in Education (2)	F	F	F
	6050	Curriculum Design, Evaluation, & Assessment (3)	F	F	F
	6060	Instructional Strategies (2)	F	F	F
	6110	Introduction to Classroom Management (3)	F	F	F
	6229	Instructional Technology for Pre-Service Teachers (2)		F	F
	6265	Foundations of Inclusive Teaching (2)	F	F	F
	6860	Practicum in Education (2)	F	F	F
	6880	Student Teaching: Secondary (6)	S	S	S
Content Methods Course in your area of instruction <i>[not taught in the GCT program]</i>					

## E. Assessment Plan

Please review the Assessment Plan for your department displayed on the assessment site: <http://www.weber.edu/portfolio/departments.html> - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

*Please be sure to include your planned assessment of any general education courses taught within your department.* This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Assessment plan:

<b>WSU Educator Preparation Program Outcomes</b>	1. Graduates meet the needs of diverse learners by creating a safe and equitable learning environment.	2. Graduates use effective instructional practices based on deep content knowledge and flexible pedagogical knowledge and skill.	3. Graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities.
<b>Summative Evidence Collected During Student Teaching</b>	TSD Rationale TSD Lesson Adaptations/ Accommodations ST Final Evaluations	Praxis II Graduation GPA TSD Lessons and Assessments ST Final Evaluation	TSD Lesson Reflections ST Final Evaluation – ethics and professional responsibility



**F. Report of assessment results for the previous academic year:**

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

**A. Evidence of Learning: Courses within the Major**

**(this is a sample page for purpose of illustration only; a blank template can be found on the next page)**

Evidence of Learning: Courses within the Major					
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	Measure 1: 80% of students will be 3 or above on a 4 pt rubric	Measure 1 Elem Mean=3.12 % at 3 or above=80% SecEd Mean=3.32 % at 3 or above=75% SpEd Mean=3.42 % at 3 or above=75%  GCT data not collected in 2015-2016	Measure 1: Some students need additional help in identifying factors that impact learning in the Lesson Rationale	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	Measure 2: 80% of students will be 3 or above on a 4 pt rubric	Measure 2: Elem Mean=3.07 % at 3 or above=80% SecEd Mean=2.87 % at 3 or above=62% SpEd Mean=4.0 % at 3 or above=100%  GCT data not collected in 2015-2016	Measure 2: Secondary and elementary 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 elementary and secondary levels.
	Measure 3: Student Teaching Final Evaluation: Learning Environment	Measure 3: 80% of students will be Preservice Effective (3) on the rubric. Mean score of all students will be 3.0 or above	Measure 3: Elem Mean: 4.36 % at/above 3: 99% GCT Elem Mean: 4.21 % at/above 3: 100% SecEd Mean: 4.02 % at/above 3: 97% GCT SecEd Mean: 4.01	Measure 3: Students are creating an appropriate learning environment.	Measure 3: Establish minimum scores for passing student teaching based on rubric scores.

Evidence of Learning: Courses within the Major					
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
			% at/above 3: 100% SpEd Mean: 4.10 % at/above 3: 95% GCT SpEd Mean: 4.17 % at/above 3: 100%		
Learning Outcome 2: Graduates use effective instructional practices based on deep content knowledge and flexible pedagogical knowledge and skill.	Measure 1: Praxis 2 Pass Rates	Measure 1: 90% of student pass the Praxis 2.	Measure 1: <i>Elementary</i> First time pass: 34% Pass in 15-16: 55% Pass by completion: 84% <i>Secondary</i> First time pass: 75% Pass in 15-16: 84% Pass by completion: 86% <i>Special Education</i> First time pass: 68% Pass in 15-16: 80% Pass by completion: 80% <i>Elementary GCT</i> First time pass: 54% Pass in 15-16: 72% Pass by completion: 100% <i>Secondary GCT</i> First time pass: 88% Pass in 15-16: 90% Pass by completion: 100% <i>Special Education GCT</i> First time pass: 86% Pass in 15-16: 89% Pass by completion: 100%	Measure 1: Most students are passing the Praxis 2 test by the end of the program; however too many are not passing the first time.	Measure 1: Survey students regarding the way they prepare for the exam to develop an effective Praxis Prep intervention.
	Measure 2: Major GPA	Measure 2: 100% of graduates at 3.0 or better.	Measure 2: Elem Mean=3.75 % at 3.0 or above=100% SecEd Mean=3.63 % at 3.0 or above=98% SpEd Mean=3.72 % at 3.0 or above=100% Elem GCT Mean=3.98 % at 3.0 or above=100% SecEd GCT Mean=3.93	Measure 2: All but one student meet the state established criteria of 3.0 GPA at graduation.	Measure 2: Communicate results through UCTE.

Evidence of Learning: Courses within the Major					
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
			% at 3.0 or above=98% SpEd GCT Mean=3.93 % at 3.0 or above=100%		
	Measure 3: TSD Lessons and Assessments	Measure 3: Student mean score of 3 or higher on the Lesson Plan section and assessment subsection of the TSD rubric. 80% of all students at or above 3 on the same sections.	<p>Measure 3: <i>Assessment</i> Elem Mean=3.70 % at 3 or above=93% SecEd Mean=3.62 % at 3 or above=87% SpEd Mean=4.0 % at 3 or above=100%</p> <p><i>Lesson Plans</i> Elem Mean=3.55 % at 3 or above=96% SecEd Mean=3.45 % at 3 or above=87% SpEd Mean=3.75 % at 3 or above=100%</p> <p>GCT data not collected in 2015-2016</p>	Measure 3: Students create effective lesson assessments and lessons.	Measure 3: Continue to emphasize planning effective lessons with assessments.
	Measure 4: Student Teaching Final Evaluation: Lessons and Assessments	Measure 4: Student mean score of 3 or higher on the Instructional Practices section and the Assessment subsection. 80% of all students at or above Preservice Effective (3) on the same sections	<p>Measure 4: <b>Assessment</b> Elem Mean: 4.27 % at/above 3: 100% GCT Elem Mean: 4.24 % at/above 3: 100% SecEd Mean: 3.94 % at/above 3: 98% GCT SecEd Mean: 4.02 % at/above 3: 100% SpEd Mean: 4.14</p>	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.

Evidence of Learning: Courses within the Major					
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
			% at/above 3: 100% GCT SpEd Mean: 4.00 % at/above 3: 99% <b>Instructional Practices</b> Elem Mean: 4.31 % at/above 3: 99% GCT Elem Mean: 4.23 % at/above 3: 100% SecEd Mean: 3.98 % at/above 3: 98% GCT SecEd Mean: 3.97 % at/above 3: 100% SpEd Mean: 4.08 % at/above 3: 96% GCT SpEd Mean: 4.08 % at/above 3: 99%		
Learning Outcome 3: Graduates engage in reflective practice, exhibit ethical behavior, and fulfill professional responsibilities.	Measure 1: TSD Lesson Reflections	Measure 1: Students mean score of 3 or higher on Lesson Reflections section of the TSD rubric. 80% of all students at or above 3 on this section of the rubric.	Measure 1: Elem Mean=2.82 % at 3 or above=64% SecEd Mean=3.85 % at 3 or above=96% SpEd Mean=4.00 % at 3 or above=100%  GCT data not collected in 2015-2016	Measure 1: Elementary students did not effectively reflect and analyze instruction. Secondary and Special education students were effective.	Measure 1: Work with elementary students on analyzing student work and reflecting on progress.
	Measure 2: Student Teaching Final Evaluation: Professional Responsibility	Measure 2: Student mean score of 3 or higher on the Professional Responsibility section. 80% of all students at or above Preservice Effective (3) on the same section.	Measure 2: Elem Mean: 4.36 % at/above 3: 99% GCT Elem Mean: 4.36 % at/above 3: 100% SecEd Mean: 4.05 % at/above 3: 98% GCT SecEd Mean: 4.21 % at/above 3: 100% SpEd Mean: 4.31 % at/above 3: 100% GCT SpEd Mean: 4.11 % at/above 3: 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.

Evidence of Learning: Courses within the Major					
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

Additional narrative (optional – use as much space as needed):

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

***All outcomes measured by the TSD rubrics and the Student Teaching Final Evaluation are completed in community schools. Hence, the majority of our outcomes are related to service learning/internships.***

## G. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
TSD Rubrics: <ul style="list-style-type: none"> <li>• Rationale for Design</li> <li>• Lesson Plans               <ul style="list-style-type: none"> <li>○ Adaptations/Accommodations and Assessments also evaluated separately</li> </ul> </li> <li>• Lesson Reflection</li> </ul>	Outcome 1 Outcome 2 Outcome 3	End of student teaching semester in student teaching seminar class	Canvas/TED database
Student Teaching Final Evaluation <ul style="list-style-type: none"> <li>• The Learner and Learning</li> <li>• Instructional Practices</li> <li>• Professional Responsibility</li> </ul>	Outcome 1 Outcome 2 Outcome 3	Final evaluation of student teaching. Collected at the end of student teaching.	TED database
Graduation GPA	Outcome 2	Collected from institutional research at the end of each academic year.	Institutional research database
Praxis 2	Outcome 2	Collected from ETS each year	ETS and TED database

Summary Information (as needed)

## Appendix A

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

The Teacher Education department recently (May 2015) completed review with our accrediting body, the Teacher Education Accreditation Council (TEAC) which is now part of the Council for Accreditation of Educator Preparation (CAEP). We received full accreditation for five years with ***no identified weaknesses or stipulations.***

In February of 2014, we completed an institutional program review which is described below.

Date of Program Review: 2/12/2014	Recommendation	Progress Description
<b><i>Recommendation 1</i></b>	<b><i>Text of recommendation</i></b>	
Continue to develop the mission statement and program standards	The program is encouraged to continue the development of the program mission statement and program standards. While strengthening the mission statement and standards, the program should develop ways they will measure if they are accomplishing the statement.	2014 Progress: Developed mission statement descriptors. Still need work on underpinnings
		2015 Progress: Working on underpinnings
		2016 Progress: Working on underpinnings
		2017 Progress:
<b><i>Recommendation 2</i></b>	<b><i>Text of recommendation</i></b>	
Develop program summative assessments	The program should identify and develop program summative assessments for each of the three program levels that will allow the faculty to measure the strengths and weaknesses of each level. This should help the faculty know if the level learning outcomes are being met or not.	2014 Progress: Summative assessments are being developed. Small pilots are currently underway with a full scale pilot of each measure during Spring 2015
		2015 Progress: Assessments are in use. Teams are working on establishing validity and reliability.
		2016 Progress: Training conducted, reliability and validity studies being developed
		2017 Progress:
<b><i>Recommendation 3</i></b>	<b><i>Text of recommendation</i></b>	
The three level teams should work to document,	The three level teams should work to document, agendas and minutes, the work done in their	2014 Progress: All documents, agendas, and minutes are housed on the TED canvas page which



<p>agendas and minutes, the work done in their monthly meetings.</p>	<p>monthly meetings. The level teams should incorporate data and evidence reviews as part of their monthly meetings. They should document the findings of these reviews that include plans made for program changes, improvements, and outcomes of previous plans. The level three teams needs to start holding formal meetings, particularly as the new program changes are implemented for new candidates entering the program.</p>	<p>all department members are using. Level 3 team is meeting regularly</p>
		<p>2015 Progress: TED canvas page still being used extensively.</p>
		<p>2016 Progress: TED canvas page is the main communication source.</p>
		<p>2017 Progress:</p>

Additional narrative:

## 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	21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	21
Full-time Tenured	11
Full-time Non-Tenured (includes tenure-track)	10
Part-time	0
With Master's Degrees	0
Full-time Tenured	
Full-time Non-Tenured	
Part-time	
With Bachelor's Degrees	0
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Other	0
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	21
Full-time Tenured	11
Full-time Non-tenured	10
Part-time	

**Please respond to the following questions.**

- 1) Based on your program's assessment findings, what subsequent action will your program take?

In our December department meeting, we will review the assessment findings. Level teams will then meet to determine where responsibility for teaching and reteaching will reside.

- 2) We are interested in better understanding how departments/programs assess their graduating seniors. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed.

All graduates are assessed during the student teaching semester. The two main assessments are the Student Teaching Final Evaluation and Teaching Support Documents. The Student Teaching Final Evaluation is a summative evaluation resulting from at least five observations of the teacher candidate in the classroom setting. This evaluation form and accompanying rubric were developed by a group of professors from multiple Utah teacher preparation universities and representatives from the Utah State Board of Education. It is currently being used by at least four of the ten teacher preparation universities in Utah with other universities eyeing implementation in the coming year. This evaluation is collected by the student teaching office.

The Teaching Support Documents (TSD) are unit lesson plans along with all other "teacher work" that goes into the planning, teaching, assessing, reflecting cycle. These are evaluated using a rubric created by a team from the department. The rubric has been piloted and adapted three times. Students are introduced to the planning, teaching, assessing, reflecting cycle early in their program and they turn in teaching support documents (of various types) in several classes prior to the student teaching semester. The final TSD is collected in the Student Teaching Seminar course for each program.