

Assessment Plan

2019-20

Program (COE) - Elementary Education: Adult

University Mission: George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

Program Mission: Prepare teachers for careers in public and private schools through a curriculum that builds on a broad foundation in Christian liberal arts education through specialization in elementary education with methods, clinical studies in teaching, and learning theory.

Alignment With GFU Mission: Aligns most strongly with the mission elements Think with Clarity, Act with Integrity, and Serve with Passion.

Degree Outcomes: ?

Assessment Lead: Katy Turpen

Outcome: Content Knowledge

Candidates will demonstrate their content knowledge by averaging a 3.0, or higher on rubrics 1, 7 and 9 of the edTPA.

Rubric 1 - Planning for Literacy Learning:

Candidate's plans for instruction build on each other to support learning of • the essential literacy strategy for comprehending OR composing text • with clear connections to skills.

Rubric 7 - Engaging Students in Learning

Students are engaged in learning tasks that address their understanding of (1) essential literacy strategy for comprehending OR composing text, and (2) related skills. Candidate links prior academic learning to new literacy learning.

Rubric 9 - Subject-Specific Pedagogy

Candidate models the essential literacy strategy to comprehend OR compose text WITH limited opportunities for practice.

Outcome Status: Active

OutcomeType: Core Theme #1: Liberal Arts Foundation, Core Theme #2: Professional Preparation

Start Date: 06/01/2019

Assessment Tools

Exam/Quiz - National/State - edTPA rubrics 1,7 and 9 (Active)

Target: Students must receive an overall score of 42 across 18 rubrics. The ELed goal is that students receive a 3.0 average, which means a 3.0 or above on all scores. Rubrics are set up on a 1-5 scale.

Schedule for Data Collection: Yearly in June

Schedule for Data Analysis & Reporting: June 30th

Related Goals

Program (COE) - Elementary Education: Adult

Departmental - Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global

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contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content. (INTASC 4)

Departmental - Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills. (INTASC 5)

Departmental - Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement. (INTASC 7)

Outcome: Content Knowledge Application

Candidates will be able to demonstrate the ability to apply content knowledge understanding in early childhood and elementary, and successfully meet the challenges of classroom teaching by scoring an average of 3 on Danielson Clinical Practice Evaluation Rubrics 1a, 1e, and 3c.

Danielson 1a - Demonstrating Knowledge of Content and Pedagogy: The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

Danielson 1e - Designing Coherent Instruction: Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

Danielson 3c - Engaging Students in Learning The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

Outcome Status: Active

OutcomeType: Core Theme #2: Professional Preparation

Start Date: 06/01/2018

Assessment Tools

Exam/Quiz - National/State - Danielson Rubric - administered 8 -10 times during the practicum experience (Active)

Target: Students need an overall average 2.5 on the final rubric which covers 21 domains. This does allow for some 2's, but the goal of the ELED department is to have an average a 3 or higher in these specific areas.

Schedule for Data Collection: Data will be collected during the practicum experience of candidates. This happens in the Spring of each year.

Schedule for Data Analysis & Reporting: June 30th

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Related Goals

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Departmental - Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that encourages students to explore, think critically, and develop their own innovative skills. (INTASC 5)

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Departmental - Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base. (INTASC 8)

Departmental - Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard 9, teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors. Teachers must see themselves as continual learners, always seeking new opportunities to further their knowledge, particularly of their content base. (INTASC 9)

Outcome: Reflective Practitioner

Candidates will demonstrate an ability to reflect on their practice accurately, corresponding to the assessments that would be given by an external and unbiased observer. and demonstrate professionalism in the classroom by acting with integrity and honesty, by achieving a 3.0 average on Danielson Rubrics 4a and 4f.

Danielson Rubric 4a - Reflecting on Teaching: The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

Danielson Rubric 4f - Showing Professional The teacher displays high standards of honesty, integrity, and confidentiality in

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interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in a team or departmental decision making. The teacher complies fully with school and district regulations.

Outcome Status: Active

OutcomeType: Core Theme #2: Professional Preparation, Core Theme #3: Christ Centered Community, Core Theme #4: Local & Global Engagement

Start Date: 06/01/2018

Assessment Tools

Field Placement/Internship Evaluation - Danielson Clinical Placement (Active)

Target: Students need to achieve a 2.5 overall with 21 different indicators. Students are scored on each indicator using a rubric between 1-4

Schedule for Data Collection: Students are scored each spring 8-10 times by a University Supervisor each Spring.

Schedule for Data Analysis & Reporting: June 30

Related Goals

Program (COE) - Elementary Education: Adult

Departmental - Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals. (INTASC 1)

Departmental - Learning Differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential. (INTASC 2)

Departmental - Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem-solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.
INTASC 3

Departmental - Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content. (INTASC 4)

Departmental - Application of content. The teacher understands how to apply and connect different concepts within the learning content, using this understanding to engage students and to help them apply these concepts to the real world. Teachers also use this understanding to draw from content material outside their own area of concentration, helping students to understand how their education as a whole is composed of interrelated components. Including local and global examples, teachers draw on culturally and socially diverse perspectives and collaborate with other teachers to provide an example that

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encourages students to explore, think critically, and develop their own innovative skills.
(INTASC 5)

Departmental - Assessment. The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students. Using this understanding, teachers can appropriately modify assessments to make them culturally or ethnically relevant or to allow the adequate testing of students with varying abilities in English and of students with individual needs. Ethical application of these assessment methods allows students to understand and reflect on their own growth and learning. Providing descriptive feedback on student progress encourages students to focus on areas of difficulty where appropriate.
(INTASC 6)

Departmental - Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement. (INTASC 7)

Departmental - Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base. (INTASC 8)

Departmental - Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard 9, teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors. Teachers must see themselves as continual learners, always seeking new opportunities to further their knowledge, particularly of their content base. (INTASC 9)

Departmental - Leadership and collaboration. The teacher seeks out and assumes leadership roles that match his or her skills. Teachers who apply Standard 10 understand the importance of collaboration and demonstrate this understanding to their students. They take direct responsibility for the success of their learners, working with them to help them achieve their potential. And this collaborative spirit extends to the students' families and community; when teachers actively seek opportunities for growth by engaging with other education professionals and accessing and providing support where required, the school as a whole is empowered to move forward in achieving the school's mission and goals. (INTASC 10)

Outcome: Effective Practitioner

Candidates will demonstrate an ability to analyze teaching effectiveness and use assessment data to inform instruction by scoring a 3.0 or higher on edTPA Rubrics 10 and 15.

edTPA rubric 10 - Analyzing Teacher Effectiveness: Candidate proposes changes that address students' collective learning needs related to the central focus.

Candidate makes superficial connections to research and/or theory.

edTPA rubric 15 - Using Assessment to Inform Instruction: Next steps propose general support that improves student learning related to assessed learning objectives. Next steps are loosely connected with research and/or theory.

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Outcome Status: Active

OutcomeType: Core Theme #3: Christ Centered Community

Start Date: 06/01/2018

Assessment Tools

Exam/Quiz - National/State - edTPA Teacher Portfolio (Active)

Target: Teacher candidates are expected to score a cut score of 42. There are 18 rubrics and each rubric is scored on a 5 pt scale. The expectation of the ELED candidates a 3.0 average on every rubric.

Schedule for Data Collection: Students submit in the Spring of each year.

Schedule for Data Analysis & Reporting: June 30th

Related Goals

Program (COE) - Elementary Education: Adult

Departmental - Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals. (INTASC 1)

Departmental - Learning Differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential. (INTASC 2)

Departmental - Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem-solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.
INTASC 3

Departmental - Content knowledge. The teacher understands the central concepts of the subject or subjects that he or she is required to teach, with an in-depth understanding of how to make the content accessible and approachable to all students. Applying this standard, teachers commit to keeping up-to-date and relevant in their content areas, in both local and global contexts, incorporating and promoting cross-cultural understanding. Teachers encourage and appreciate students' critical analyses and ensure that students are appropriately challenged with adequate resources to support their learning. And teachers are sensitive to the potential for bias, actively seeking to address it when covering any learning content. (INTASC 4)

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(INTASC 5)

Departmental - Assessment. The teacher understands and applies various methods of assessment that encourage and support

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the growth of his or her students. Using this understanding, teachers can appropriately modify assessments to make them culturally or ethnically relevant or to allow the adequate testing of students with varying abilities in English and of students with individual needs. Ethical application of these assessment methods allows students to understand and reflect on their own growth and learning. Providing descriptive feedback on student progress encourages students to focus on areas of difficulty where appropriate. (INTASC 6)

Departmental - Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement. (INTASC 7)

Departmental - Instructional strategies. The teacher understands how to encourage students to use and develop a deep understanding of content and connections between content using a variety of instructional strategies. Allowing students to develop their critical thinking, problem-solving, and research abilities, and allowing them to perform learning tasks independently as well as with the teacher, are all applications of this standard. Teachers plan to accommodate students from diverse backgrounds and with a diverse range of abilities, incorporating and encouraging the use of various technologies that will support students in retrieving or assessing the required information. Teachers can also adapt exercises and materials to cope with new information received from students during their research, updating and improving their own knowledge base. (INTASC 8)

Departmental - Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard 9, teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors. Teachers must see themselves as continual learners, always seeking new opportunities to further their knowledge, particularly of their content base. (INTASC 9)

Departmental - Leadership and collaboration. The teacher seeks out and assumes leadership roles that match his or her skills. Teachers who apply Standard 10 understand the importance of collaboration and demonstrate this understanding to their students. They take direct responsibility for the success of their learners, working with them to help them achieve their potential. And this collaborative spirit extends to the students' families and community; when teachers actively seek opportunities for growth by engaging with other education professionals and accessing and providing support where required, the school as a whole is empowered to move forward in achieving the school's mission and goals. (INTASC 10)

Outcome: Licensing Complete

100% of candidates will be eligible for an Oregon Preliminary Teaching License upon completion of the program by getting a passing score of 220 or higher on the NES or ORELA exam and passing the edTPA with a minimum score of 42.

A passing ORELA score in the state of Oregon is a 220 per Teachers Standards and Practices Commission.

A passing edTPA in the state of Oregon is a 42 per Teachers Standards and Practices Commission.

Outcome Status: Active

OutcomeType: Core Theme #2: Professional Preparation, Core Theme #4: Local & Global Engagement

Start Date: 06/01/2018

Assessment Tools

Exam/Quiz - National/State - edTPA Teacher Portfolio
ORELA Civil Rights Exam

Program (COE) - Elementary Education: Adult

ORELA Subtest I
OREAL Subtest II (Active)

Target: The cut score for the edTPA is 42

The ORELA cut score is 220

Schedule for Data Collection: All tests must be completed by graduation.

Schedule for Data Analysis & Reporting: June 30th.

Related Goals

Program (COE) - Elementary Education: Adult

Departmental - Learner development. The teacher understands how students learn and how they develop. Teachers apply this understanding to each student in the context of the student's cognitive, linguistic, social, emotional, and physical abilities because they understand that students' abilities differ. Teachers respect these student differences and leverage differences to allow all students to reach their full potential, focusing on and drawing out their individual strengths. Teachers actively take responsibility for their students' growth and development, receiving input from and collaborating with families, colleagues, and other professionals. (INTASC 1)

Departmental - Learning Differences. The teacher understands individual differences in culture, language, and socioeconomic status of his or her students, incorporating them in teaching to create inclusive learning plans. Teachers use this understanding to adapt their lesson plan content and delivery to ensure that they promote and encourage diversity, particularly for students who have special needs. Teachers respect these individual differences, believe that all students can achieve at high levels, make students feel valued, and assist students in realizing their full potential. (INTASC 2)

Departmental - Learning environments. The teacher understands how to develop and provide supportive learning environments for his or her students. Teachers apply this understanding to create activities that facilitate both individual and collaborative learning, while also promoting positive social interaction between students of different backgrounds. Teachers value their students' input, allowing them opportunities to provide input, and listening attentively and responsively. Teachers support students in developing self-motivation, assisting them with problem-solving, decision making, and exploration within a safe and validating environment. Teachers also engage appropriately with local and global communities to provide diverse learning environment opportunities for all students.

INTASC 3

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Departmental - Assessment. The teacher understands and applies various methods of assessment that encourage and support the growth of his or her students. Using this understanding, teachers can appropriately modify assessments to make them culturally or ethnically relevant or to allow the adequate testing of students with varying abilities in English and of students with individual needs. Ethical application of these assessment methods allows students to understand and reflect on their own growth and learning. Providing descriptive feedback on student progress encourages students to focus on areas of difficulty where appropriate.

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(INTASC 6)

Departmental - Planning for instruction. The teacher understands the curriculum goals and standards required of his or her students and appropriately uses knowledge of content areas and cross-disciplinary skills to plan learning that will allow each student to achieve these goals and standards. Effective teachers adapt and plan effective instruction that will allow learners of varying skill levels and at various levels of development to leverage their own strengths to achieve what is required of them. Applying this standard also involves the input of students' family members, the community, and professionals both inside and outside education, to ensure the highest possible levels of classroom achievement. (INTASC 7)

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Outcome: Inclusive Educator

Outcome #6 Inclusive Educator

Candidates will demonstrate an understanding of learner development and an ability to embrace all diversities with all scores above at a 2.0 or higher on the Educator Disposition Assessment and 3.0 on edTPA Rubric 2 and 3.

Educator Disposition Assessment Indicator 6 - Goes through the expected and superficial motions to embrace all diversities. Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task

edTPA rubric 2 - Planning to Support Varied Student Learning Needs: Planned supports are tied to learning objectives and the central focus with attention to the characteristics of the class as a whole.

edTPA rubric 3 - Using Knowledge of Students to Inform Teaching and Learning: Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning OR • personal, cultural, or community assets. Candidate makes superficial connections to research and/or theory.

Outcome Status: Active

OutcomeType: Core Theme #2: Professional Preparation, Core Theme #3: Christ Centered Community, Core Theme #4: Local & Global Engagement

Start Date: 06/01/2018

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Assessment Tools

Exam/Quiz - National/State - edTPA - scored by Pearson (Active)

Target: EdTPA has a required cut score of 42. The ELED program would like all candidates to be a 3.0 average.

Schedule for Data Collection: Students are required to submit an edTPA each Spring before being recommended for licensure.

Schedule for Data Analysis & Reporting: June 30th

Field Placement/Internship Evaluation - School of Education Dispositions Rubric (Active)

Target: Students need to be at a 2 or higher on every indicator.

Schedule for Data Collection: Candidates are evaluated at the beginning, middle and end of a 20-month program.

Schedule for Data Analysis & Reporting: July of each year.

Related Goals

Program (COE) - Elementary Education: Adult

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INTASC 3

Departmental - Professional learning and ethical practice. The teacher understands the importance of ongoing personal reflection regarding teaching and lesson planning methods, personal and teaching goals, as well as continued striving for development. Applying Standard 9, teachers perform frequent self-evaluation, and encourage feedback from students, students' families, and colleagues or supervisors. Teachers must see themselves as continual learners, always seeking new opportunities to further their knowledge, particularly of their content base. (INTASC 9)

Outcome: 1.1 Dispositions

Teacher candidates have the academic and professional dispositions that will be predictive of success in the Elementary Education Program. (InTASC 9)

Outcome Status: Inactive

Start Date: 08/25/2017

Program (COE) - Elementary Education: Adult

Assessment Tools

Exam/Quiz - National/State - ORELA Subtest 1 and Subtest II

ORELA Civil Rights Test
ORELA ESOL Test (Active)

Target: All students will pass

Schedule for Data Collection: May 15 of every year

Schedule for Data Analysis & Reporting: November and April

GPA - GPA 2.75 (Active)

Target: 100% of students will have a GPA of 2.75

Schedule for Data Collection: May 15 of each year

Schedule for Data Analysis & Reporting: 11/2017

Student Self Assessment - Dispositions Rubric (Active)

Target: Students will score 2 or higher in all categories

Schedule for Data Collection: Beginning of Program

End of Fall Semester Year One

End of Spring Semester Year One

End of Summer Semester Year One

End of Fall Semester Year Two

End of Spring Semester Year Two

Schedule for Data Analysis & Reporting: May 2018

May 2019

Related Documents:

[Rubric for Dispositions ELED.doc](#)

Field Placement/Internship Evaluation - Danielson Framework, Domain 4 (Active)

Target: Criteria:

Ones should not be on the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: May 15

Related Goals

Core Themes

Core Theme 1.1 - General Education. Undergraduates complete a general education package that helps them develop foundational skills, acquire knowledge in a breadth of disciplinary domains, and interact productively across differences.

Core Theme 1.3 - Contribution to Critical Conversations. Promote opportunities beyond campus for students and faculty to broaden their understanding of and contribute to conversations about critical issues within our society and world.

Outcome: 2.1 Differentiation

Teacher candidates will differentiate their teaching to meet the needs of the diversity of students within their classrooms? (InTASC 1,2)

Outcome Status: Inactive

Program (COE) - Elementary Education: Adult

OutcomeType: Student Learning Outcome

Assessment Tools

Field Placement/Internship Evaluation - 375/475 CT and Supervisor Danielson Evaluation (Active)

Target: Domain 3: Instruction

Ones should not be on the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15 of each year

Schedule for Data Analysis & Reporting: At the end of 375 and 475 student teaching

Outcome: 4.1 Unit Planning and Assessment

Teacher candidates will design and plan a unit that integrates assessment into the learning and teaching process? (InTASC 3)

Outcome Status: Inactive

OutcomeType: Student Learning Outcome

Assessment Tools

Presentation/Performance - edTPA scores for Task 1, rubric 5 and edTPA scores for Task 3, rubrics 11,12, 13, 14, and 15 (Active)

Target: Students should have an average score of 3.0

Schedule for Data Collection: May 15 of each year.

Schedule for Data Analysis & Reporting: Yearly

Capstone Assignment - Rubric Unit Overview in ELED 371 and 414 (Active)

Target: Students will have a 3 above in all categories

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: May 15

Field Placement/Internship Evaluation - Danielson Domain 1 and 3 (Active)

Target: Criteria:

Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.

The final average must be 2.5.

Schedule for Data Collection: May 15

Schedule for Data Analysis & Reporting: May 15

Outcome: 5.1 Lesson Planning and Assessment

Teacher candidates will plan and implement a series of lessons that are designed to foster student learning? (InTASC 7,8)

Outcome Status: Inactive

OutcomeType: Student Learning Outcome

Assessment Tools

Capstone Assignment - Rubric Unit Overview in ELED 371 and 414 (Active)

Program (COE) - Elementary Education: Adult

Target: All students will score a 3 or above.
Schedule for Data Collection: May 15 of each year.
Schedule for Data Analysis & Reporting: Annually

Portfolio Review - edTPA scores for Task 1, rubrics 1, 2, 3, 4 and Task 2 6, 7, 8, 9, 10 (Active)

Target: All students must have 3's in all categories
Schedule for Data Collection: May 15
Schedule for Data Analysis & Reporting: Annually

Field Placement/Internship Evaluation - Danielson Domain 2 (Active)

Target: Criteria:
Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.
The final average must be 2.5.

Schedule for Data Collection: May 15
Schedule for Data Analysis & Reporting: Annually

Outcome: 6.1 Assessment and Evaluation

Teacher candidates will evaluate the learning of their P-6 students to describe student progress, plan for increased student learning, and implement their observations in their teaching? (InTASC 6)

Outcome Status: Inactive
OutcomeType: Student Learning Outcome

Assessment Tools

Portfolio Review - edTPA scores for Task 4, rubrics 16, 17, and 18 (Active)

Target: All students will score 3 or above.
Schedule for Data Collection: May 15 of each year
Schedule for Data Analysis & Reporting: Annually

Outcome: 7.1 Professional Dispositions

Teacher candidates have the professional dispositions that will empower them to actively and successfully implement the conceptual framework ideals of Think Critically, Transform Practice and Promote Justice, within their teaching practice? (InTASC 7, 8, 10)

Outcome Status: Inactive
OutcomeType: Student Learning Outcome

Assessment Tools

Field Placement/Internship Evaluation - Danielson Domain 4

(Active)

Target: Criteria:
Ones should not be in the final evaluation. If a candidate has a one on the final evaluation this may result in either failure of the practicum or an incomplete with a contract.
The final average must be 2.5.

Program (COE) - Elementary Education: Adult

Schedule for Data Collection: May 15 of each year.
Schedule for Data Analysis & Reporting: Annually