Elementary Education Assessment Plan

Department Mission Statement

The Educational Instruction and Leadership Department will provide an environment of academic excellence that enables the elementary education teacher candidates to be successful career educators. The Elementary Education faculty will provide excellent teaching, challenging academic programs, and field experiences in order to enable teacher candidates to acquire the knowledge, skills, and dispositions required to plan and deliver instruction to first through eighth grade students while motivating all students to learn and to use multiple assessment tools to monitor learning and modify instruction in elementary school programs.

Department Vision Statement

The Elementary Education program within the Educational Instruction and Leadership Department will be the leading regional program for elementary education teacher candidates in Oklahoma and northern Texas by 2005.

Program Goal(s)

The program goal of the Elementary Education program is to graduate elementary education teacher candidates that will demonstrate:

1. knowledge in general education, the specialization area of elementary education and professional education.

2. skills to support student learning in communication, technology, subject matter, critical thinking and pedagogy.

3. the dispositions of integrity, professionalism, competence, and a personal commitment to the education of all students.

4. the ability to plan and deliver instruction for first through eighth grade students while motivating all students to learn.

5. the use of multiple assessment tools to monitor student learning and to modify instruction.
Major Program Objectives and Outcomes

1. Teacher candidates will know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2. Teacher candidates will know, understand, and use the central concepts, tools of inquiry, and structures of content for students across first through eighth grades and can create meaningful learning experiences that develop students' competency in subject matter and skills for various developmental levels.

3. Teacher candidates will demonstrate a high level of competence in use of the English language arts, and they will know, understand and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials and ideas.

4. Teacher candidates will know, understand and use fundamental concepts in the subject matter of science - including physical, life, and earth and space sciences - as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

5. Teacher candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

6. Teacher candidates know, understand, and use the major concepts and modes of inquiry from the social studies - the integrated study of history, geography, the social sciences, and other related areas - to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

7. Teacher candidates know, understand, and use - as appropriate to their own knowledge and skills - the content functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

8. Teacher candidates will know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.
1. Teacher candidates know, understand, and use, as appropriate to their own understanding and skills, human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.

2. Teacher candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

11. Teacher candidates will plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

12. Teacher candidates will understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

13. Teacher candidates will understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

14. Teacher candidates will use their knowledge and understanding of individual and group motivation and behavior among students at the pre through eighth level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

15. Teacher candidates will use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

16. Teacher candidates will know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

17. Teacher candidates will understand and apply practices and behaviors that are characteristic of developing career teachers.

18. Teacher candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning. They continually evaluate the effects of their professional decisions and actions on student, parents, and other professional in the learning community and actively seek out opportunities to grow professionally.

19. Teacher candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.
1. Teacher candidates will foster relationship with school colleagues and agencies in the larger community to support students' learning and well-being.

Statement for Assessment and Student Learning

The Elementary Education program will utilize assessment for the systematic collection, review, and use of information about educational programs to improve teacher candidate learning and development. Assessment is also instrumental for program review, budgeting, planning, and curricula matters, and provides useful information to guide continuous program improvement.

Types of Assessment Used

1. Teacher Preparation Portfolio - Module III

   During the following courses, ELED 2213, 3223, 3323, 4423, 4433, 4443, ENG 4893, HPER 3553, MATH 4703, SCIE 3123, and THTR 4803, each teacher candidate must complete designated performance projects. Teacher candidates must obtain faculty signatures on the Module III Component Checklist at the completion of each course. Module III must be completed and verified by Elementary Education faculty before a teacher candidate begins student teaching. Module III verification is kept on file in the Teacher Education Services office. The Teacher Preparation Portfolio assesses the teacher candidates' ability to demonstrate the performance outcomes of each of the courses in the Elementary Education degree plan.

2. Elementary Education - Oklahoma Specialization Area Test (OSAT)

   All elementary education teacher candidates are required to pass the Elementary Education Oklahoma Specialization Area Test prior to student teaching. Candidates that do not pass the OSAT are not allowed to student teach. The OSAT is administered five times per year and teacher candidates generally take the OSAT the semester prior to student teaching. The Elementary Education OSAT assesses the knowledge and skills the teacher candidates acquire in the specializations field of Elementary Education and compares their scores to a state standard. A specific score is required to be recommended for a license to teach in Oklahoma.
3. Elementary Education Student Teacher Summative Evaluations

Professional mentors evaluate teacher candidates four times during student teaching; thereby, providing continuous feedback to elementary education teacher candidates. The appropriate faculty review the evaluation forms and any areas of concern will prompt a conference with the teacher candidate, the Mentor, and the Coordinator of Field Experiences. The summative evaluations assess the teacher candidate's skills in applying knowledge they obtain through their teacher preparation program.
4. Elementary Education Student Teaching Course Evaluations

At the end of the student teaching experience, the elementary education teacher candidates complete a rating scale that assesses their Mentors and the elementary education preparation program. The student teaching course evaluations assess the specialization courses that the student teachers had in preparation for student teaching.

5. ETS Major Field Test Analysis

At the end of ELED 4803 - Methods in Elementary Education, each teacher candidate completes an exit examination. The aggregated data from the elementary education teacher candidates are available for review twice a year. The Major Field Test assesses whether or not the degree program has prepared teacher candidates for a career in education.

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<th>Frequency of Assessment and Reporting of Results Assessment</th>
<th>Frequency of Assessment</th>
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<td>Teacher Preparation Portfolio - Module III ELED 2213, 3223, 3323, 4423, 4433, 4443, ENG 4893, HPER 3553, MATH 4703, SCIE 3123, THTR 4803</td>
<td>The Portfolio is monitored at the completion of each course.</td>
<td>The Portfolio is reviewed prior to student teaching. A Program Outcomes Assessment Report analyzes and summarizes the data for the preceding year and is submitted annually in July.</td>
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<td>The OSAT is administered 5 times per year. administration of the test. A Program Outcomes Assessment Report analyzes and summarizes the data for the preceding year and is submitted annually in July.</td>
<td>The OSAT scores are available after each administration of the test.</td>
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<td>Elementary Education Student Teacher Summative Evaluations</td>
<td>Four times during the student teaching semester individual teacher candidate scores are reported. A Program Outcomes Assessment Report analyzes and summarizes the data for the preceding year and is submitted annually in July.</td>
<td>A report on the average of the summative scores is written at the end of each semester. A Program Outcomes Assessment Report analyzes and summarizes the data for the preceding year and is submitted annually in July.</td>
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<td>Elementary Education Student Teaching Course Evaluations</td>
<td>At the end of the student teaching experience, the elementary education teacher candidates complete a rating scale that assesses their mentors and the elementary education preparation program.</td>
<td>At the end of each semester, a report on the aggregated data from the rating scale is provided to the faculty. A Program Outcomes Assessment Report analyzes and summarizes the data for the preceding year and is submitted annually in July.</td>
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<td>ETS Major Field Test Analysis</td>
<td>At the end of ELED 4803-Methods in Elementary Education, teacher candidates participate in a major field exit exam.</td>
<td>A report on the ETS Major Field Test, is submitted each semester. A Program Outcomes Assessment Report analyzes and summarizes the data for the preceding year and is submitted annually in July.</td>
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