

Program Assessment Plan

Department Name: Curriculum, Instruction & Foundational Studies
Major: BA ELEMENTARY EDUCATION

Student Learning Goals:

1.	The teacher understands the central concepts, tools of inquiry, structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.
2.	The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.
3.	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.
4.	The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.
5.	The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6.	The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.
7.	The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.
8.	The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.
9.	The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.
10.	The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Assessment Plan:

Assessment Measure:	Goals Addressed: (list by number)	How is the information used?
Praxis I Writing	1, 6	Gate into the program. This data is used to control access to the program to ensure minimum literacy competency among candidates. Students failing to meet standards are denied admission.
Praxis I Math	1	Gate into the program. This data is used to control access to the program to ensure minimum numeracy competency among candidates. Students failing to meet standards are denied admission.
Praxis II: Principles of Learning & Teaching	1, 7	Gate into professional year. This data is used to control access to public school instructional situations. Students failing to meet standards are denied admission to professional year. Item analysis of BSU candidates' responses informs curricular design.
Praxis II: Elementary Content Knowledge	1	Gate into professional year. This data is used to control access to public school instructional situations. Students failing to meet standards are denied admission to professional year. Item analysis of BSU candidates' responses informs curricular design.

Assessment Measure:	Goals Addressed: (list by number)	How is the information used?
ETA	3, 4, 6	Gate into the program. This data is used to control access to the program to ensure minimum technology competency among candidates. Students failing to meet standards are denied admission.
Technical Disposition Assessment	6, 10	Identify struggling students for counseling or removal from program. New electronic collection format will allow analysis of trends within the data. These trends will be analyzed by the Professional Standards Committee and reported to the department.
Professional Disposition Assessment	1, 2, 3, 4, 5, 7, 8, 9, 10	Identify struggling students for counseling or removal from program. New electronic collection format will allow analysis of trends within the data. These trends will be analyzed by the Professional Standards Committee and reported to the department.
ICLA	1, 8	Gate into professional year. This data is used to control access to public school instructional situations to ensure literacy competency among candidates. Students failing to meet standards are denied admission to student teaching. Results are analyzed to identify trends in student responses as well as instructional quality.
Professional Year Assessment	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Gate out of program. Identify struggling students for counseling or removal from program. New electronic collection format will allow analysis of trends within the data.
Student Feedback	7, 8, 9	Student feedback is funneled through the department chairs and shared with the entire department for consideration in overall curricular design and delivery.

Updated: January 22, 2006