1. Which program learning outcomes have been assessed for the planned academic year?

The program outcomes assessed are the 18 outcomes identified on the Teacher Work Sample (TWS) used as a capstone to our Teacher Education program. Teacher Work Sample (TWS) methodology, demonstrates the teacher candidate’s impact on the academic outcomes of students during the student teaching clinical experience in a school setting. It captures: contextual factors for instruction, selection of goals, development of an assessment plan, student academic gains and reflection over a several week period (Denner, Norman, Salzman, & Pankratz, 2003). With the recent emphasis on new CAEP accreditation standards (Council for the Accreditation of Education Preparation) and new NYS Teacher Certification Exam, edTPA (Teacher Performance Assessment), TWS can be an important tool for teacher preparation. A rubric (adapted with permission) to assess the candidate’s TWS was created and refined based on data collected over the 6 years. These documents were provided in the 2012-2013 Assessment Report. The Teacher Education Department uses the Teacher Work Sample (TWS) as a keystone or capstone assignment to assess all teacher candidates during student teaching.

2. What measuring instruments were used for the assessment? (Attach the criteria, or rubrics used)

The TWS rubric is provided below: The teacher candidate will complete and submit the Teacher Work Sample as specified at the due date predetermined by the Director of Field Placement and Certification. If any teacher candidate falls below the composite score of 80% or attains a “1” in any indicator, the teacher candidate will have two weeks to resubmit that section of the Teacher Work Sample for the purpose of re-evaluation.

See TWS rubric.

The TWS assessment is in the final TWS product and capstone projects. The grading rubric for the final product TWS currently contains 18 elements and includes quality indicators to assess the academic achievement of each of the learning outcomes. Evaluation of the candidates’ responses to the rubric was based on three indicators: target (3), Acceptable (2), and Unacceptable (1). The table below: Data Describes teacher candidates’ scores on the components of the TWS that address their effect on the achievement of their students.

3. What were the important findings? How well students achieved the targeted learning outcomes?

The analysis of the TWS data has led to a revision of the content of student teaching seminars, a revision of the TWS rubric instrument, and the Teacher Education program. The teacher candidate data indicates an increase in teacher candidates scores on this assessment. NCATE and the New York State Education Department are requiring that teacher education programs assess their graduates’
impact on K-12 students learning. This rubric may be used as a part of the new assessment system for NCATE accreditation reporting for NYIT School of Education to address our candidates’ abilities to meet standards. The Teacher Work Sample is a methodology to measure this aspect of teacher preparation (Schalock, 1987).

4. Select action items the faculty believes may enhance student learning. Decide who will be responsible for the action, and establish a timeline for completion.

Since the Teacher Education faculty is small we will work as a team to complete the assessment. Below are the assessment activities decided upon by the faculty.

A. Dispositions
In the past, cooperating teachers were asked to complete a checklist assessing the dispositions of our candidates during the field experience and student teaching. More recently faculty evaluated cooperating teachers’ comments on the form and noted that some criteria were not observable and could not be rated. Consequently, many of the components of the checklist were left blank and/or marked “N/A”. Faculty met twice to re-examine both the instrument and the critical dispositions listed. As a result the we need to create a new instrument to collect data for the 2013-2014 academic year.
Dispositions will be assessed during EDPC 603, the first course in the program, and again during student teaching. Candidate dispositions will be examined by faculty as part of Gateway 2. This evaluation process will be refined during this school year. We will be evaluating the feasibility of using TaskStream for data collection on disposition.

B. Literacy Indicators for Curriculum Design and Development
After reviewing the Quality Literacy Indicators identified by NYSED and the data from a subtest of the CST Multi Subject Examination (Foundations of Reading), a discrepancy was discovered between the content candidates learned in the methods courses and their performance on the CST assessment. In order to ensure that candidates include literacy components across the curriculum, the Teacher Candidate Summative Report specifically incorporates literacies benchmarks. In the Spring 2013 semester the faculty and the Director of Field Placements and Certification in the Teacher Education Department analyzed the data from the Teacher Work Sample and found that teacher candidates needed more practice incorporating other content areas (e.g. math, science, social studies, language arts, etc.) within their lesson planning and instruction. Therefore the Teacher Candidate Summative Report was revised to address these needs and the data collection started in the Fall of 2013.

5. What’s the assessment plan for next academic year?
We will continue to track the student data on the learning outcomes using the TWS methodology. The TWS methodology will continue to be refined based on interview data from the student teacher supervisors and seminar instructors. The specifics of the assessment plan for the coming year are outlined in Assessment Activities A and B. Data will be collected on the candidates and analyzed at the end of each semester as described above.
Template for Program Assessment Plan

Name of the program: Teacher Education  
Year Assessment plan: 2014-15  
Date: May 6, 2014  
Faculty Participant: Dr. Hui-Yin Hsu, Coordinator of Teacher Education Program

1. Select Learning Outcomes: Articulate which program learning outcome(s) will be assessed during the period of the plan.

The learning outcomes will be continuously developed to align with the new CAEP (Council for the Accreditation of Education Preparation) Accreditation Standards. See http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf for the CAEP standards and descriptions.

2. Identify measures: (For each of the learning outcomes you choose to assess, we suggest you use at least one direct and one indirect measuring instrument.)

We will use TaskStream to host an e-portfolio for the students in the program. We will start developing new assessments and rubrics that align with new NYS Teacher Certification Exams in fall 2014. The measures will be guided by the following questions:

1. Is the program content coherent with our core values (unit goals)?
2. Does the program content prepare candidates’ readiness for certification requirements?
3. Is the preparation process collaborative in nature (local school districts and networked community)?
4. Do all candidates engage in sequenced and clinically rich fieldwork and student teaching experiences?

The measures will include the following 6 areas:
1. Educating All Students (Diverse Student Population)
2. ELLs, Special Needs, Teacher Responsibilities, School-Home Relations)
3. Academic Literacy (using academic language and content and pedagogy) in their planning, teaching, and assessment.
4. Content Knowledge
5. Field Work & Clinical Practice
6. Teacher Performance Assessment
7. Professional Dispositions (Diversity, Technology, and Field Relations)

3. Identify benchmark for “success”:

One benchmark for success will be set to align with the CAEP accreditation requirements for the Teacher Education program. Another benchmark is the candidates’ performance on the NYS certification exams.
4. Plan Implementation and Timetable:

- Spring 2014- Curriculum Mapping to align new CAEP accreditation standards and new NYS Teacher Certification Exams
- Fall 2014 - Faculty will continue to revise keystone assessments and rubrics so they align with new CAEP accreditation standards and new NYS Teacher Certification Exams
- Spring 2015 – New DRF developed in TaskStream with new standards, revised keystones and rubrics
- Spring 2015 – Discuss with faculty, including adjuncts, on new standards, revised keystones and rubrics
- Spring 2015 – Implement revised keystone assessments to collect assessment data in all courses
- Spring 2015 – Review accreditation requirements
- Fall 2015 – Faculty analyzes 2014-2015 program assessment data to determine if program learning outcomes are achieved.
Template for Program Assessment Plan
For "Fix now" in the Dean's report, I'm providing the following update.

Broad involvement in learning outcomes development:

In March the Teacher Education Department had a meeting with representatives of faculty, adjunct faculty, the Dean, the Director of Field Placement & Certification and an edTPA consultant to begin the process of curriculum mapping for developing program goals and learning outcomes that align with the new NYS Teacher Certification Performance-based assessment edTPA. We are still in the process of curriculum mapping to prepare our program so that teacher candidates come out with the knowledge and skills needed to be successful teachers and to pass NYS Certification requirements. As a summer project the Director of Field Placement and Certification will be working with adjunct faculty on the new requirements for the Teacher Work Sample to make sure those adjunct faculties are working with the learning outcomes developed by edTPA.

Assessment results discussed with all constituents:

The new Performance-based assessment (edTPA) was administered beginning Fall 2014 by NYS Education Department, and faculty, adjuncts, and the Director of Field Placements & Certification will analyze Teacher Candidates results on this assessment. Revisions needed for either curriculum or assignments/artifacts will be considered after the performance data is analyzed. Results from the assessment will be shared with students. In Student Teaching and a part of candidates Teacher Work Sample students' reflect on their performance as they finalize their e-portfolio that represents their performance throughout the program.