Program Assessment

Department of Teacher Education and Curriculum Studies

Student Learning Objectives

- Have a strong knowledge base within their subject area upon which to draw in order to develop an engaged, critical, and inquiring approach to knowledge acquisition.
- Will pursue their professional work within a spirit of inquiry, evaluating perspectives and information through a variety of lenses and developing new practices based upon evaluation.
- Attend to and create communities of practice where stakeholders may attend to the learning strengths and needs of individual students.
- Develop working relationships which acknowledge differences and a common commitment to student learning with colleagues and other professionals.
- Have knowledge of the communities in which they practice.
- Engage in a continuous process of learning about themselves, their students and the institutions in which they work.
- Have knowledge of current research, theory, and policies relevant to the promotion of learning, development, and achievement.
- Will be attentive to issues of equity, access and fairness as they manifest in schools and classrooms.
- Be listeners as well as speakers, open to the variety of voices that make up learning communities and able to articulate with clarity their own professional perspective and choices.
- Engage in professional practice that reflects a thoughtful connection between the ideas and beliefs they espouse and the choices they make in classrooms and schools.
- Make meaningful use of information technology to advance student access to education.

Assessment tools

Unit Assessment System (UAS) includes:

- Program specific assessment systems designed to assess, monitor, and evaluate candidate proficiencies and professional dispositions consistent with unit, state, and national professional standards
- Infusion of recommendations from national professional association and state reviews of educator licensure programs
- Assessment delivery, transition point tracking, portfolio development and data reporting via a web-based assessment system
- Evaluation of unit operations through internal and external sources such as surveys, course evaluations, employer input and evaluative information gathered from candidates and supervising practitioners
- Evaluative information used to inform changes on a consistent basis.

Program Focal Assessments (FAs):

- Passing scores on state subject area licensure exams. In the absence of a state content exam, an alternate content knowledge examination
- Additional program specific content assessment
- Demonstration of abilities to effectively plan instruction. Non-teaching programs demonstrate abilities to effectively plan supervisory or professional responsibilities
- Practicum assessment that demonstrates effective application of knowledge, skills, and dispositions
- Assessment that demonstrates candidate effects on student learning. Non-teaching programs assess candidate effects on student learning and/or learning and development

Recent activities

no information