

Planning and Assessment of Program Learning Outcomes

College of Public Service and Leadership Studies School of Education and Human Development 2019 -2020				
Program Learning Outcome	Measurement Tool	Criteria for Success/Performance Target	Results and Analysis	Use of Results for Improvement
<p>Teacher candidates possess content knowledge in reading/language arts, mathematics, science, and social studies to provide instruction and guidance to students in elementary grades K-12.</p> <ul style="list-style-type: none"> • Assessed 19-20 • (Assessed each academic year) 	<p>Licensure tests (Praxis II)</p>	<p>90 % of teacher candidates pass the test on first attempt</p>	<ul style="list-style-type: none"> • Elem. Ed- 3/3=100% • Math Ed.-1/2= 50% • LBD- 1/1= 100% • Although the teacher candidates pass rates on the first attempt did not meet the criteria for success, the EPP continues to make positive changes to the program, and making an intentional effort to produce students that not only can pass the exam, but become great educators in and 	<ul style="list-style-type: none"> • The teacher candidates need additional online and hardcopy resources to assist with passing the exam. • Content being taught in each course needs to be tested on a more consistent basis for student acquisition purposes. • The EPP will develop Praxis II practice courses that are in correlation with required Praxis II PD's on a BI-weekly basis • The EPP will begin working with teacher candidates at an early stage in the program to prepare for the Praxis II • The EPP will place more of an emphasis during recruitment, on

			<p>out of the classroom.</p> <ul style="list-style-type: none"> • The students were in need of updating on new technological methods of instruction and learning practices, to enhance the acquisition skills of content being instructed and observed. • The teacher candidates were in need of any updates on policies and interpretations of effective instruction in the field of education 	<p>students that can acquire and sustain content at a much faster pace over the course of the program. Furthermore, seeking students with higher GPA's and ACT scores.</p>
<p>Teacher candidates possess content knowledge in assessment, professional development, leadership, community, and analysis of</p>	<p>Licensure test: PLT (Principles of Learning and Teaching)</p>	<p>90% of teacher candidates pass the test on first attempt.</p>	<ul style="list-style-type: none"> • Elem. Ed.- 3/3=100% • Bio. Ed.- 1/1=100% • Math Ed.- 1/2=50% • Although the teacher 	<ul style="list-style-type: none"> • Content being instructed to Teacher Candidates will place more of an emphasis on the principles of learning and teaching • Teacher candidates will be tested on a more consistent basis in

<p>instructional scenarios to provide instruction and guidance to students in grades k-12, using the KTS/CAEP standards.</p> <p>Assessed 19-20 Next Assessment- 20-21</p>			<p>candidates pass rates on the first attempt did not meet the criteria for success, the EPP continues to make positive changes to the program, and making an intentional effort to produce students that not only can pass the exam, but become great educators in and out of the classroom.</p> <ul style="list-style-type: none"> • The students were in need of updating on new technological methods of instruction and learning practices, to enhance the acquisition skills of content being instructed and observed. 	<p>reference to leadership, and analyzing instructional scenarios</p> <ul style="list-style-type: none"> • The EPP will acquire and implement more online teaching tutorials, that provide the student with the essential resources to practice/review various aspects of the profession • The EPP will require students to take the PLT exam at an early stage in the program, thus providing the student an opportunity to get an early overview of the content on the exam.
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			<ul style="list-style-type: none"> The teacher candidates were in need of any updates on policies and interpretations of effective instruction in the field of education 	
<p>Teacher candidates demonstrate effective pedagogy in the elementary school learning environment to enhance acquisition of content, through their understanding of methods implemented within the classroom to create learning opportunities that support the development of all students in grades K-12, using the KTS/CAEP standards.</p> <p>Assessment 21-22</p>	<p>The Elementary Education Unit Plan (Teacher Work Sample- EDU 454)</p>	<p>90% of Teacher candidates score 80% on the TWS.</p>		
<p>Teacher candidates will demonstrate the following eight</p>	<p>The Disposition & Values & Behaviors</p>	<p>90 % of Teacher candidates score, “accomplished” on the rating scale.</p>		

<p>dispositions: 1) Committed to the pursuit of knowledge, 2) committed to diversity as a cardinal principle of equitable education, 3) demonstrate respect and enthusiasm for the practice and profession of teaching, 4) respect the accepted legal and ethical norms and values of education, 5) actively collaborate with colleagues, parents, and students, 6) exercise personal management behaviors, 7) practice reflective thinking for continuous professional and personal improvement, and 8) demonstrate effective communication skills to promote personal and educational learning outcomes for consistency, and growth purposes.</p>	<p>Assessment (EDU 202, EDU 303, EDU 454)</p>			
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Assessed 22-23				
<p>Teacher candidates demonstrate teaching effectiveness based on Kentucky’s Framework for Teaching, and the five domains: 1) planning and preparation, 2) classroom environment, 3) instruction, 4) professional responsibilities, and 5) technology.</p> <p>Assessed 23-24</p>	<p>Candidate Assessment and Objectives (CAO) (EDU 303, EDU 454)</p>	<p>90% of teacher candidates score, “accomplished” on the rating scale.</p>		