**#1 Undergraduate Program Assessment Plan: Student Outcomes**

Department: Education

Members involved with development of Program Assessment Plan: Student Outcomes-

Dr. Bernard Tonjes (assessment lead), Dr. Ron Bork (Head of Teacher Education), Prof. Beth Pester, Prof. Annette Oliver, Prof. Amanda Geidel, Prof. Shanna Opfer, Dr. Janell Uffelman, Dr. Vicki Anderson

Student Outcome: What student outcome will be assessed? Must be taken from departmental rubric-outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program.

State as Follows: Students should be able to [action verb] [something]

Standard TS2-3 (Neb 2 A) Develops coherent units, lessons, and activities that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.

“Students should be able to write an effective lesson plan that includes standards, learning goals and instructional objectives.”

Background: What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.

There is no perception of a possible problem. Writing an effective lesson plan is a foundational skill touched upon in classes spaced throughout the student’s course work in the program. If we are teaching this well, we should see a developmental progression as we follow work from early classes through later classes.

Question: What specific question are you attempting to answer through this assessment? There may be more than one question, but no more than three.

Upon program completion (Student Teaching), can students write an effective lesson plan that includes standards, learning goals and instructional objectives?

Are students in the Education Program making developmental progress in this skill as they proceed through their course of study?

Methodology:

1. Object: What data (i.e. artifact, exam score, detailed description of assignment) will be collected?

Formal written lesson plans are a part of several core classes in the education program. A random sample of 30% of the lesson plans submitted in each class will be selected for further examination.

1.a How does this data address the assessment question?

It is a direct artifact demonstrating the skill that we wish to assess.

1.b Include/attach a description/example of the assessment tool to be used.

See attached rubric.

1. How will data be collected?

Using alphabetized class rosters, a random sample of approximately 30% of the students in the course will be selected and the lesson plan written for the course assignment will be examined for scoring using a common rubric.

Lesson plans will be taken from EDPS210 (fr/so), EDUC 424 (so/jr), EDUC 425A (so/jr), EDUC 461 (sr), EDUC470 (sr) and from the “Teacher Work Sample” artifact submitted at the close of student teaching.

Analysis of Artifacts: Performance Criteria\* - Discuss how artifacts will be analyzed (attach rubrics/scoring tools if used. How will be know if it is good.

Our goal would be that 95% of the lesson plans selected from the “Teacher Work Sample” would score at the “Proficient” level or higher.

If we are making appropriate developmental progress, average scores on the lesson plans selected for our sample should show an increase as students proceed through their course of study.

The differences noted between early (EDPS210), middle (EDUC 424, EDUC 425A) and later (EDUC 461, EDUC470, Teacher Work Sample) lesson plans will allow us to assess if instruction at various levels is adequate to produce regular progress in the growth of this skill.

Submitted by: Bernard J. Tonjes, Ph.D. Date: Oct. 17, 2014

Reviewed by the Assessment Committee (Date): November 2014

Approved: YES Not Approved:

Department Chair Notified/Additional Action: NA

Lesson Plan Assessment Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Advanced: (Exceeds expectations.) | Proficient: (Meets expectations) | Developing: (Growth is evident.) | Focused Intervention Required. |
| Able to identify an appropriate standard and corresponding goal. |  |  |  |  |
| Able to write an objective in the proper format. |  |  |  |  |
| Able to develop a hook, transitions, coherent procedure, and closure within the instructional sequence. |  |  |  |  |
| Able to include appropriate modification and adaptation. |  |  |  |  |
| Able to utilize appropriate assessment |  |  |  |  |