

University of Minnesota Morris Digital Well

University of Minnesota Morris Digital Well

Assessment of Student Learning Reports

Assessment of Student Learning Committee
(Inactive)

Fall 2016

Elementary Education 5-Year Assessment Plan 2016-2021

Elementary Education Discipline

Follow this and additional works at: https://digitalcommons.morris.umn.edu/aslc_reports

Recommended Citation

Elementary Education Discipline, "Elementary Education 5-Year Assessment Plan 2016-2021" (2016).
Assessment of Student Learning Reports. 96.
https://digitalcommons.morris.umn.edu/aslc_reports/96

This Report is brought to you for free and open access by the Assessment of Student Learning Committee (Inactive) at University of Minnesota Morris Digital Well. It has been accepted for inclusion in Assessment of Student Learning Reports by an authorized administrator of University of Minnesota Morris Digital Well. For more information, please contact skulann@morris.umn.edu.

Academic Program: Elementary Education

Academic Division: Education

Program Contact:

Name: Kiel Harell

Phone: 320-589-6413

Email: kharell@morris.umn.edu

In the space below, list your Program Student Learning Outcomes (PSLOs):

Program Student Learning Outcomes- Course work in elementary education is designed to meet [standards of effective practice](#) required for licensure and provide perspective teachers with opportunities to do the following:

- Understand central concepts, tools of inquiry, and structures of discipline taught in elementary school;
- Understand child and adolescent development theory, individual and group motivation, and diversity among learners;
- Create instructional opportunities adapted to learners from diverse cultural backgrounds, and with exceptionalities;
- Use instructional strategies and technologies that reflect personal knowledge of effective verbal, nonverbal, and media communication techniques;
- Encourage development of critical thinking, problem solving, and performance skills;
- Understand and use formative and summative methods of student assessment;
- Plan and manage instruction;
- Engage in reflection and self-assessment; and
- Collaborate with parents/ guardians, family, school colleagues, and the community in an ethical manner.

Elementary Education				
Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
<p>2016-17</p> <p>Understand and use formative and summative methods of student assessment</p>	<p>Outcome measured by collecting data on the following key assessments:</p> <p>Summative Evaluations completed by both Cooperating Teachers and University Supervisors: 2.2, 4.4, 8.1, 8.2, 8.3, 8.4 (collected using Tk20 at end of student teaching experience)</p> <p>Standards of Effective Practice Essay for Standard 8: Assessment (collected using Tk20 during 3rd semester of program)</p> <p>edTPA Task 3, rubrics 11-15 (scored by Pearson and reported using Tk20 by staff during/following student teaching)</p>			<p>1b 2a, 2e 4a, 4b, 4c</p>
<p>2017-18</p> <p>Collaborate with parents/guardians, family, school colleagues, and the community in an ethical manner</p>	<p>Outcome measured by collecting data on the following key assessments:</p> <p>Summative Evaluations completed by both Cooperating Teachers and University Supervisors: 3.1, 8.4, 9.2, 10.1, 10.2, 10.3 (collected using Tk20 at end of student teaching experience)</p> <p>Standards of Effective Practice Essay for Standard 10: Collaboration, Ethics, and Relationships (collected using Tk20 during 3rd semester of program)</p>			<p>1b 2g 3b 4a, 4b, 4c</p>
<p>2018-19</p> <p>Plan and manage instruction</p>	<p>Outcome measured by collecting data on the following key assessments:</p> <p>Summative Evaluations completed by both Cooperating Teachers and University Supervisors: 2.1, 2.3, 2.4, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 7.1, 7.2, 8.3 (collected using Tk20 at end of student teaching experience)</p> <p>Standards of Effective Practice Essays for Standard 4: Instructional Strategies and Standard 7: Planning Instruction (collected using Tk20 during 3rd semester of program)</p> <p>edTPA Task 1 Planning (Rubrics 1-5) and Task 2 (Rubrics 6-10) Scored by Pearson and reported using Tk20 during/following student teaching.</p>			<p>1b 2b, 2c, 2d, 2f 4a, 4b, 4c</p>

<p>2019-20</p> <p>Encourage development of critical thinking, problem solving, and performance skills</p>	<p>Outcome measured by collecting data on the following key assessments:</p> <p>Summative Evaluations completed by both Cooperating Teachers and University Supervisors: 1.3, 1.4, 2.1, 2.3 (collected using Tk20 at end of student teaching experience)</p> <p>edTPA Task 1 Planning (Rubrics 1-5) and Task 2 (Rubrics 6-10) Scored by Pearson and reported using Tk20 during/following student teaching.</p>	<p>1b 2b, 2c,, 2d, 2f 4a, 4b, 4c</p>
<p>2020-21</p> <p>Engage in reflection and self-assessment</p>	<p>Outcome measured by collecting data on the following key assessments:</p> <p>Summative Evaluations completed by both Cooperating Teachers and University Supervisors: 7.2, 9.1 (collected using Tk20 at end of student teaching experience)</p> <p>Standards of Effective Practice Essays for Standard 9: Reflection and Professional Development (collected using Tk20 during 3rd semester of program)</p> <p>edTPA Task 3, rubrics 11-15 (scored by Pearson and reported using Tk20 by staff during/following student teaching)</p>	<p>1b 2a, 2b, 2e 4a, 4b, 4c</p>

*Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:

[UMM Teacher Education Key Assessments Collection, Analysis, and Dissemination Plan](#)