Neumann University Program Assessment Plan (Submitted by Dr. Stephanie Budhai)
Division of Education and Human Services
Master of Science in Education with (Teacher Certification)
3-Year Cycle AY 17/18 – 19/20

Program:	LO 1	LO 2	LO 3
Student Learning Outcomes	Students will earn a minimum grade of Satisfactory on the PDE 430 Form in Category I: Planning and Preparation - Teacher candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Teacher candidate makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. Teacher candidate's performance appropriately demonstrates: • Knowledge of content • Knowledge of pedagogy • Knowledge of Pennsylvania Academic Standards • Knowledge of students and how to use this knowledge to impart instruction • Use of resources, materials, or technology available through the school or district • Instructional goals that show a recognizable sequence with adaptations for individual student needs	Students will earn a minimum grade of Satisfactory on the PDE 430 Form in Category II: Classroom Environment - Teacher candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. Teacher candidate's performance appropriately demonstrates: • Expectations for student achievement with value placed on the quality of student work • Attention to equitable learning opportunities for students • Appropriate interactions between teacher and students and among students • Effective classroom routines and procedures resulting in little or no loss of instructional time • Clear standards of conduct and effective management of student behavior • Appropriate attention given to safety	Students will earn a minimum grade of Satisfactory on the PDE 430 Form in Category III: Instructional Delivery - Teacher candidate demonstrates thorough knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. Teacher candidate's performance appropriately demonstrates: • Use of knowledge of content and pedagogical theory through his/her instructional delivery • Instructional goals reflecting Pennsylvania standards • Communication of procedures and clear explanations of content • Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs • Use of questioning and discussion strategies that encourage many students to participate

	• Assessments of student learning aligned to the instructional goals and adapted as required for student needs • Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals.	in the classroom to the extent that it is under the control of the student teacher • Ability to establish and maintain rapport with students	• Engagement of students in learning and adequate pacing of instruction • Feedback to students on their learning • Use of informal and formal assessments to meet learning goals and to monitor student learning • Flexibility and responsiveness in meeting the learning needs of students • Integration of disciplines within the educational curriculum
Related IDEA Objective(s)	Objective 1 – Basic cognitive knowledge Objective 13 – Quantitative literacy	Objective 10 – Ethical Reasoning Objective 2 – Intercultural Perspectives and Global Awareness	Objective 3- Applications Objective 4 – Professional skills and viewpoints
Related Core Learning Outcomes	Communication: Express ideas clearly and effectively in spoken and written form; and access, evaluate, cite, and credit information using accepted conventions.	Contemplation: Apply the principles and values of the Catholic Franciscan tradition to personal, professional, and societal questions and issues.	Communication: Express ideas clearly and effectively in spoken and written form; and access, evaluate, cite, and credit information using accepted conventions.
Area of Development			
How do students learn this? In what course(s) and/or co-curricular experience(s)? (Mapping of	Introductory Course(s): ECE 530, ECE 531, ECE 532, ECE 548, ECE 599, SPEC 525, SPEC 558 Intermediate Course(s): ECE 533, ECE 534, ECE 535, SPEC 536, SPEC 546, SPEC 568 Capstone Course: EDU 560, EDU 576		

Program courses to Program Outcomes)	
How and in what course do they demonstrate that they've achieved this outcome?	Once the students research Graduate Seminar (EDU 560) and Student Teaching (EDU 576), they will be able to demonstrate that they achieved all of the program outcomes through successful completion of PDE 430 (http://www.education.pa.gov/Documents/Teachers-Administrators/Certifications/Fees%20and%20Forms/PDE%20430.pdf), Student Teaching, and the culminating capstone portfolio.

Assessment	
Formative Assessment	**LO 1:** ECE 533: Literacy Methods, ECE 535: Social Studies and Science Methods *Protocol: Students will complete lesson plans and lesson demonstrations which will be assessed using the common lesson plan/demonstration rubric* What do you consider a satisfactory outcome? At least 80% of the students scored a 3 or higher on a scale of 1 to 4. **LO 2:** ECE 530: Child Development, SPEC 546: Assessment Methods *Protocol: Students will evaluate their field experience classroom using the Early Childhood Environmental Rating Scale. A faculty created rubric is used to assess this assignment,* *Students will be required to analyze and apply information on inclusive practices as discussed in a professional journal article. A faculty created rubric is used to assess this assignment* What do you consider a satisfactory outcome? At least 80% of the students scored a 3 or higher on a scale of 1 to 4. **LO 3:** EDU 560: Graduate Seminar, EDU 575: Student Teaching *Students are assessed on their teacher dispositions while in their student teaching placement with the Teacher Education Evaluation form,* *Students complete a philosophy of education assignment and are scored with a faculty developed rubric on this assignment* What do you consider a satisfactory outcome? A least 80% of the students scored a 3 or higher on a scale of 1 to 4

Summative Assessment will occur in……	EDU 560 and EDU 576 are required for all students as the Capstone experience. Students will assemble a portfolio that demonstrates how the competencies established by PDE and the 10 Interstate New Teachers Assessment and Support Consortium (INTASC) Principles have been met.
Summative Assessment Tool	All students are assessed using the PDE 430 form in their final semester. In addition, each student prepares a Portfolio that demonstrates how the student has met the competencies established by PDE for PK-4 and PK-8 special education certification, as well as how the student has met the 10 Interstate New Teachers Assessment and Support Consortium (INTASC) Principles. A rubric is used to assess the portfolio and presentation.
What do you consider satisfactory achievement of this outcome?	**LO 1:** In accord with established PDE guidelines, 90% of students will achieve a minimum grade of Satisfactory on the PDE 430 Form in Category I: Planning and Preparation **LO 2:** In accord with established PDE guidelines, 90% of students will achieve a minimum grade of Satisfactory on the PDE 430 Form in Category II: Classroom Environment **LO 3:** In accord with established PDE guidelines, 90% of students will achieve a minimum grade of Satisfactory on the PDE 430 Form in Category IV
Direct Evidence	1. Each course has a signature assignment that will evidence the stated outcomes. This assignment will be included in the student's in the final portfolio in EDU 560 and EDU 577. 2. Scores on the state mandated teacher certification exams (PECTs). 3. Cooperating teacher and student teacher supervisor evaluations of student teachers. 4. Final Portfolio of student work assessed by a PDE 430 requirements: http://www.education.pa.gov/Documents/Teachers-Administrators/Certifications/Fees%20and%20Forms/PDE%20430.pdf

Indirect Evidence	1. IDEA Student Ratings of Instruction. Use group reports for the Major
	   (LO 1: Objective 1 – Basic cognitive knowledge, Objective 13 – Quantitative literacy)
	   (LO 2: Objective 10 – Ethical Reasoning, Objective 2 – Intercultural Perspectives and Global Awareness)
	   (LO 3: Objective 3- Applications, Objective 4 – Professional skills and viewpoints)
	
	 2. Student Survey Information. Example: NSSE data disaggregated for the students responders from the Major.
	 3. Honors, awards, and scholarship attributed to students in and graduates from the major.
	 4. Retention and graduation rates of students in the major.
	 5. Grade distributions within the major.

Time Frame	**LO 1:** AY 17-18 **LO 2:** AY 18-19 **LO 3:** AY 19-20