## Program Assessment Plan 2013

**Academic Unit:** School of Education  
**Program Tracks:** Early Childhood Education, Health and Physical Education, Middle Grades Education, Special Education, History w/ Teacher Certification, English w/ Teacher Certification, Math w/ Teacher Certification, Music w/ Teacher Certification

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO)</th>
<th>SLO Measures</th>
<th>Review of SLO Data (Who does review and how often?)</th>
<th>Outcome Target (expressed as a percentage of outcome results, for example, 80% of students will reach a specific level of success; must also have a rationale for why the targeted level is adequate or desirable)**</th>
</tr>
</thead>
</table>
| Upon completion of their programs, candidates will incorporate and apply the knowledge, skills, and central concepts of their disciplines into an integrated curriculum. | GACE II (Test 1)  
GACE II (Test 2)  
Portfolio  
CaPE Evaluation  
Lesson Planning Rubric | Assessment Director  
* Every semester to identify concerns (if any) and shares with programs.  
Program Faculty  
* Every fall semester to implement changes in spring semester. | A minimum of 80% of candidates will pass the GACE. This pass rate is set by NCATE/PSC.  
A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes.  
A minimum average score of 2/3 on the lesson planning rubric. This mark on the rubric is the minimum mark |
Upon completion of their programs, candidates will define and describe the growth and development characteristics of P-12 students.

CaPE Evaluation ISL Portfolio
Student Work Samples
• Philosophy of Ed.
• Journal Reflection
• Anthology of Interviews

SAME

A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements.

Upon completion of their programs, candidates will identify critical, historical, philosophical, and theoretical themes in education.

Portfolio
Student Work Samples
• Philosophy of Ed.
• Journal Reflection
• Anthology of Interviews

SAME

A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes.

Candidates will illustrate positive gains in achievement for 80% of their students on the ISL.

A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements.

A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes.
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<tr>
<th>Upon completion of their programs, candidates will instruct students from diverse populations who vary in rate, ability, compatibility, cultural background, and style of learning.</th>
<th>CaPE Evaluation ISL Portfolio Lesson Planning Rubric</th>
<th>SAME</th>
</tr>
</thead>
<tbody>
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<td>A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements.</td>
<td>A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes. Candidates will illustrate positive gains in achievement for 80% of their students on the ISL. A minimum average score of 2/3 on the lesson planning rubric. This mark on the rubric is the minimum mark for acceptable performance.</td>
<td>A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements.</td>
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| Upon completion of their programs, candidates will plan and implement a variety of instructional strategies to promote critical thinking, problem solving, and performance in P-12 students. | CaPE Evaluation ISL Portfolio Lesson Planning Rubric | SAME | A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes. 

Candidates will illustrate positive gains in achievement for 80% of their students on the ISL. 

A minimum average score of 2/3 on the lesson planning rubric. This mark on the rubric is the minimum mark for acceptable performance. 

A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements. |
| Upon completion of their programs, candidates will employ different types of communication strategies to insure active participation of all P-12 students. | CaPE Evaluation Portfolio Lesson Planning Rubric | SAME | A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes. |
Upon completion of their programs, candidates will plan, create, and evaluate materials appropriate for instruction.

CaPE Evaluation Portfolio ISL Lesson Planning Rubric

A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes.

Candidates will illustrate positive gains in achievement for 80% of their students on the ISL.

A minimum average score of 2/3 on the lesson planning rubric. This mark on the rubric is the minimum mark for acceptable performance.

A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements.
Upon completion of their programs, candidates will use reflection, research, and inquiry to support professional development and professional practice.

| CaPE Evaluation Dispositions Rubric Lesson Planning Rubric (Reflection Component) | SAME | A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes. Candidates must meet a minimum score of 3/4 on the dispositions rubric, with no more than two components at a level less than 3. The score 3/4 indicates that candidates meet appropriate professional behaviors. A minimum average score of 2/3 on the lesson planning rubric. This mark on the rubric is the minimum mark for acceptable performance. A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements. |
Upon completion of their programs, candidates will identify appropriate and effective collaboration, communication and interpersonal skills with P-12 students, teachers, parents, administrators, and others in the community.

<table>
<thead>
<tr>
<th>Upon completion of their programs, candidates will identify attributes of professional dispositions.</th>
<th>CaPE Evaluation Portfolio Dispositions Rubric</th>
<th>SAME</th>
<th>A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes. Candidates must meet a minimum score of 3/4 on the dispositions rubric, with no more than two components at a level less than 3. The score 3/4 indicates that candidates meet appropriate professional behaviors. A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements.</th>
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<td>Upon completion of their programs, candidates will integrate technology into teaching practices to enhance learning and impact achievement in P-12 students.</td>
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<td>SAME</td>
<td>dispositions rubric, with no more than two components at a level less than 3. The score 3/4 indicates that candidates meet appropriate professional behaviors. A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements. A minimum score of 85/100 on the portfolio rubric. This score indicates that a candidate has adequate understanding of the program’s learning outcomes. A minimum average score of 2/3 on the lesson planning rubric. This mark on the rubric is the minimum mark for acceptable performance. A minimum score of 3/5 on relevant CaPE elements. A cut score of 3 represents a minimum adequate performance on the elements.</td>
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</table>
**The School of Education’s overall target level for each of these indicators is 80%. In other words, we aim for 80% of program completers meet the rubric thresholds outlined in this document. The 80% number mirrors the NCATE/PSC requirement for the content examinations.**