

**Wells College**  
**Inclusive Childhood Education Major and**  
**Adolescence Education program**  
**2017 Assessment Plan**

**1. The Wells College Education Program Mission Statement**

*The Wells College Teacher Education Program proceeds from the belief that classroom teaching done well is enormously complex. Mastery of subject matter is necessary but hardly sufficient; to help their students understand and embrace important knowledge and skills, teachers must understand learners as diverse, intellectual, emotional, and social beings. To help our students develop this understanding, we take advantage of and build upon the foundation laid by a Wells general education—the ability and inclination to engage with (rather than retreat from) complexity, to examine arguments critically but also to imagine constructively, and to exercise a strong ethical sense. We aim to graduate outstanding pre-service teachers who can model these liberal arts traits for their own students, who can draw upon a rich base of instructional principles and practices, and who collaborate with others in order to fulfill one of the major goals of Wells College: “sharing the privileges of education with others.”*

**Program Claims**

The Wells College Education Program faculty makes four claims about our program:

Claim 1: Graduates of our program are proficient in subject matter knowledge and apply this knowledge in their teaching.

Claim 2: Graduates of our program understand and apply the necessary pedagogy and methodology to meet the diverse needs of students.

Claim 3: Graduates of our program are responsive, reflective professionals who have the knowledge and skills to serve their students.

Claim 4: Graduates of our program utilize relevant teaching technologies, their knowledge of students’ individual and multi-cultural differences, and opportunities for continued growth in order to serve their students.

These claims were originally developed as part of the accreditation process defined by the Teacher Education Accreditation Council (TEAC), which has now become the Council for the Accreditation for Educator Preparation (CAEP). They provide the frame for our data collection and can be interpreted as broad goal statements that describe our program completers, regardless of their grade level focus or certifications, who have met the specific program goals, outcomes and objectives described below.

## 2.3.4. Goals, Objectives and Outcomes:

### Domain: Planning and Preparation

#### Planning for Diverse Learners

Wells pre-service teachers will understand that although the basic principles of learning, motivation, and effective instruction apply to all learners (regardless of race, ethnicity, gender, disability, religion, socioeconomic status etc.), learners differ in their developmental needs, preferences for learning mode and strategies, the pace in which they learn, their cultural backgrounds and unique capabilities. Addressing the needs of diverse learners begins in the planning process.

Pre-service teachers will . . .

1. Develop clear instructional goals/objectives that reflect high expectations, curriculum standards and varied student needs while also permitting sound assessment. Pre-service teachers are successful when they . . .
  - a. Develop relevant goals/objectives that establish high expectations and relate to defined curriculum standards.
  - b. Develop goals/objectives that are clear, written in the form of student learning, and permit viable methods of assessment.
2. Plan how to achieve student learning goals, choosing appropriate strategies, resources and materials to: differentiate instruction, develop appropriate sequencing and pacing of learning experiences, and allow multiple ways to demonstrate learning. Pre-service teachers are successful when they. . .
  - a. Plan learning experiences that are relevant to instructional goals and support effective instruction.
  - b. Utilize materials and resources to support instructional goals and the engagement of students in meaningful learning.
  - c. Develop lessons and units that allow for different pathways according to student need.
  - d. Develop progression of planned learning experiences that are even, organized and logical.
  - e. Plan varied opportunities for students to demonstrate learning of instructional goals.
3. Design developmentally appropriate learning plans that demonstrate a knowledge of the students being taught. Pre-service teachers are successful when they . . .
  - a. Develop plans that reflect a solid understanding of typical developmental characteristics of the age group.
  - b. Develop plans that reflect a solid understanding of students varied approaches to learning.
  - c. Develop plans that address the learning styles, modalities and different "intelligences" within the class.
  - d. Develop plans that reflect knowledge of varied group interests, backgrounds and cultures.
4. Engage in inquiry about learning and inclusive practices within the contexts of teaching, learning, and schools and effectively communicate their learnings.

## **Content Knowledge**

Wells' pre-service teachers will understand the central concepts, tools of inquiry and structures of the discipline(s) they teach.

Pre-service teachers will . . .

1. Have a working knowledge of the content standard(s). Pre-service teachers are successful when they . . .
  - a. Demonstrate a basic knowledge of the content standards and align most classroom instruction to the appropriate standards and indicators.
2. Understand major concepts, principles, debates, methods of inquiry, and outstanding issues that are central to the discipline(s) they teach. Pre-service teachers are successful when they . . .
  - a. Display solid knowledge of the content and include important concepts, principles, methods of inquiry etc.
  - b. Demonstrate, through plans and practices, a solid understanding of the relationships among topics and concepts.
  - c. Seize obvious opportunities for integrating content as a way of deepening understanding.
3. Know and use the academic language of the discipline. Pre-service teachers are successful when they . . .
  - a. Apply the appropriate, accurate language of the discipline.
4. Apply tools, structures and pedagogical techniques of the discipline(s). Pre-service teachers are successful when they . . .
  - a. Use appropriate techniques and tools particular to the discipline being taught.

## **Assessment**

Wells' pre-service teachers will use multiple, varied measures to document student growth, engage students in reflection and goal setting, evaluate instructional effectiveness and modify instruction.

Pre-service teachers will . . .

1. Design and use diagnostic, formative and summative assessments that engage learners in demonstrating clearly defined knowledge and skills. Pre-service teachers are successful when they . . .
  - a. Use both informal and formal diagnostic tasks to assess needs of students prior to instruction.
  - b. Use varied formative tasks (informal and formal) to assess students' understanding during instruction.
  - c. Use different types of summative tasks (more than traditional tests) to assess student learning after instruction.
  - d. Use assessments to clearly address instructional goals.
2. Design and implement assessment accommodations and modifications. Pre-service teachers are successful when they . . .
  - a. Modify assessments when necessary and make appropriate accommodations to meet the needs of students with disabilities and ESL students.

3. Develop and articulate assessment criteria. Pre-service teachers are successful when they . . .
  - a. Develop assessment criteria that are clear, relevant to the learning goals, and communicated to students.
  - b. Establish and utilize standards and criteria as tools for student self-assessment and reflection.
4. Provide timely, specific, constructive feedback to guide students' progress toward goals. Pre-service teachers are successful when they . . .
  - a. Make students aware of how they are meeting the established standards and criteria.
  - b. Provide feedback that is specific and constructive.
  - c. Provide feedback in a timely manner.
  - d. Provide opportunities for students to reflect on and make use of feedback.
5. Analyze and interpret assessment data to monitor student progress and inform instructional practice. Pre-service teachers are successful when they . . .
  - a. Analyze, interpret and used assessment results to inform instructional practice.

### **Domain: Instruction**

#### **Instruction**

Wells' pre-service teachers will understand and apply a variety of instructional strategies that support diverse groups of students in meeting rigorous learning goals.

Pre-service teachers will . . .

1. Implement a variety of active learning strategies based on principles of effective instruction that meet varied learning needs and encourage higher level thinking. Pre-service teachers are successful when they . . .
  - a. Utilize a range of relevant teaching/learning strategies that actively engage varied learners.
  - b. Use teaching and learning strategies that encourage higher level thinking skills.
  - c. Utilize a variety of structures (individual, whole class, small group) supportive of the intended learning to actively engage learners.
2. Use a variety of resources, including human and technological, to engage students in learning. Pre-service teachers are successful when they . . .
  - a. Supplement the text with additional, relevant instructional resources.
  - b. Integrate relevant instructional technology into instruction.
  - c. Utilize paraprofessionals and volunteers effectively.
3. Vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and needs of the students. Pre-service teachers are successful when they . . .
  - a. Are aware of the many roles teachers play and utilizes them as needed.
4. Ask questions that serve different purposes—probing for learner understanding, helping students articulate ideas and thinking processes, facilitating factual recall, stimulating curiosity etc. Pre-service teachers are successful when they . . .
  - a. Ask a variety of relevant questions during instruction.
  - b. Provide probing, “higher level thinking” questions that seek clarification or elaboration.
  - c. Utilize questioning to attempt to engage all learners in discussion.
5. Model effective communication strategies. Pre-service teachers will be successful when they . . .

- a. Utilize spoken language that is clear, correct and appropriate for the lesson and the students' ages.
  - b. Utilize written language that is correct and appropriate for the lesson and the students' ages.
  - c. Provide directions that are clear to students and contain an appropriate amount of detail.
6. Use a variety of instructional strategies to support and expand learner's communication through reading, writing, speaking and listening. Pre-service teachers are successful when they . . .
- a. Provide regular opportunities for students to apply literacy skills across content areas for a variety of purposes with emphasis on reading and responding to non-fictional texts.
  - b. Ask students to cite specific evidence when supporting their own points when reading and writing.
  - c. Provide formal and informal opportunities for students to present their ideas.
  - d. Reinforce the "rules" of standard written and spoken English.
7. Monitor student learning and adjust instruction in response to learning needs. Pre-service teachers are successful when they . . .
- a. Make minor adjustments to lessons based on information gathered from active engagement strategies, observation and student questions.
  - b. Seek effective approaches for students who need help, using a variety of strategies.
8. Analyze and evaluate a range of instructional theories and practices for their effectiveness in meeting diverse student needs.

### **Domain: Learning Environment**

#### **Learning Environment**

Wells' pre-service teachers will work with learners to create challenging, inclusive environments that support individual and collaborative learning, encourage positive social interaction, and develop motivation to learn.

Pre-service teachers will . . .

1. Communicate and interact with students in ways that demonstrate respect and responsiveness to individual needs and cultural backgrounds. Pre-service teachers are successful when they . . .
  - a. Engage in interactions that are consistently respectful and friendly.
  - b. Engage in interactions that are appropriate to developmental and cultural norms.
2. Organize and manage a classroom effectively using the concepts of respect and responsibility as the cornerstones. Pre-service teachers are successful when they . . .
  - a. Communicate standards of conduct clearly.
  - b. Regularly monitor the class and attempt to prevent inappropriate behavior.
  - c. Respond to misbehavior appropriately, respectfully, and are generally successful using a range of approaches.
  - d. Direct transitions efficiently with little loss of instructional time.
  - e. Communicate routines and procedures clearly.
  - f. Direct routines for handling materials and performing non-instructional duties smoothly with little loss of instructional time.

- g. Manage cooperative groups so that students are productively engaged most of the time.
- h. Clearly support standards of safety in the classroom.

### **Domain: Professional Responsibilities**

#### **Professionalism and Collaboration**

Wells' pre-service teachers will demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development and learning.

Pre-service teachers will. . .

1. Participate actively as part of an instructional team and effectively collaborate with a variety of adults within the school community. Pre-service teachers are successful when they . . .
  - a. Collaborate with cooperating teachers and are responsive to opportunities to collaborate with additional instructional personnel.
  - b. Develop relationships with colleagues that are generally characterized by support and cooperation.
2. Communicate and collaborate with families, guardians and caregivers. Pre-service teacher are successful when they . . .
  - a. Provide regular information to parents, as needed, about the general instructional program.
  - b. Communicates as needed with parents about students' progress.
  - c. Respond appropriately to parents' questions and concerns.
3. Maintain timely and accurate records. Pre-service teachers are successful when they . . .
  - a. Implement an effective system for maintaining information on students' completion of assignments and learning tasks.
  - b. Implement an effective system for maintaining information on non-instructional activities.
4. Maintain confidentiality regarding student records and information. Pre-service teachers are successful when they . . .
  - a. Maintain confidentiality concerning student information at all times.
5. Participate in school and district events. Pre-service teachers are successful when they . . .
  - a. Volunteer to participate in school and district activities.
6. Demonstrate professional behavior and attitudes in the workplace. Pre-service teachers are successful when they . . .
  - a. Consistently arrive at school on time.
  - b. Maintain an appearance that is professional at all times.
  - c. Project an attitude that is mature, positive and professional at all times.
  - d. Consistently demonstrates professional ethics and judgment.
7. Understand and discuss schools as organizations within a historical, cultural, political, and social contexts.
8. Understand and discuss the alignment of family, school and community;

#### **Reflection and Continuous Growth**

Wells' pre-service teachers will use evidence to continually evaluate and adapt their practice to meet the needs of the learner and to set informed goals.

Pre-service teachers will. . .

1. Reflect on their instructional decisions, assess their effectiveness and generate alternative actions. Pre-service teachers are successful when they . . .
  - a. Make an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goal, and cite general examples to support.
  - b. Make a few specific suggestions of what may be tried another time.
  - c. Accept feedback and constructive criticism. Actions show attempts to apply feedback.
2. Actively investigate and consider new ideas that improve teaching and learning and draw on current education policy and research as sources of reflection. Pre-service teachers are successful when they . . .
  - a. Regularly seek new ideas to meet learning needs in the classroom.
  - b. Take advantage of available opportunities for professional development to enhance content knowledge and pedagogical skill.
1. Set goals to enhance personal strengths and address personal weaknesses in teaching practice. Pre-service teachers are successful when they . . .
  - a. Develop and acts on appropriate, personal goals that lead to improved teaching practice.
2. Understand and discuss how personal identity, worldview, and prior experience affect perceptions and expectations, and recognize how they may bias behaviors and interactions with others.

##### **5. Means of Assessment of Claims, Objectives, and Outcomes**

Program assessment tools, imbedded in education courses and used to measure success on our student outcomes and objectives, are noted in our assessment map. These include:

Student Teaching Evaluation Rubrics scores and comments

Student Teaching Portfolio Rubric scores

Student Exit Interview scores and comments

Web Quest Project scores

EDUC 301/331 Before/During/After Project

EDUC 405/406 Curriculum Unit

EDUC 307 Individual Education Plan (IEP) Project

EDUC 307/405 Planning / Instruction / Assessment Projects

See our ***Inclusive Childhood Education Major and Adolescence Education Program Assessment Map*** for assessment tools organized around program goals and objectives.

Many of these same assessments are used to measure the claims that frame our accreditation process. Additional sources of evidence used in our accreditation process include GPAs, New York State Teacher Certification Examination (NYSTCE) scores, exit interviews, graduate surveys and graduate case studies.

## Assessments Organized Around Claims

Claim	Sources of Evidence
<i>Claim 1: Graduates of our program are proficient in subject matter knowledge and apply this knowledge in their teaching.</i>	~ GPA: Major ~ NYSTCE scores: CST ~ Student Teaching Evaluation Rubric: Content Knowledge ~ Exit Interview Survey: Content Knowledge (Question 1) ~ Survey of Graduates: Content Knowledge ~ Case Studies ~ Portfolio Review/Defense
<i>Claim 2: Graduates of our program understand and apply the necessary pedagogy and methodology to meet the diverse needs of students.</i>	~ GPA: Education Program and Inclusive Childhood Education ~ Student Teaching Evaluation Rubric: Planning for Diverse Learners ~ Exit Interview Survey: Preparation (Question #2) ~ Survey of Graduates: Planning ~ Case Studies ~ Portfolio Review/Defense
<i>Claim 3: Graduates of our program are responsive, reflective professionals who have the knowledge and skills to serve their students.</i>	~ Student Teaching Evaluation Rubric: Instruction for Diverse Learners ~ Exit Interview Survey: Instructional Delivery (Question #3) ~ Survey of Graduates: Instruction ~ Case Studies ~ Portfolio Review/Defense
<i>Claim 4: Graduates of our program utilize relevant teaching technologies, their knowledge of students' individual and multi-cultural differences, and opportunities for continued growth in order to serve their students.</i>	~ Student Teaching Evaluation Rubric: Instruction for Diverse Learners: Technology #2b Planning for Diverse Learners: Knowledge of Students Reflection and Continuous Growth Professionalism Criterion #6 ~ Exit Interview: Know and Apprec. of Student Diversity (Question #5) ~ Graduate Survey: Instruction Question #2- Technology Reflection and Continuous Growth ~ WebQuest ~ Case Studies ~ Portfolio Review/Defense NYSTCE scores: EAS

### 6. How Assessment Data Is Utilized

Education Program faculty meet weekly to plan and discuss issues, concerns and (when appropriate) assessment results. Assessment is an on-going conversation and students' successes and struggles on course assessments are shared regularly. A summary of all assessment results is reviewed when portfolio defenses (evaluated collaboratively), student teacher evaluations, exit interviews and New York State Teacher Certification



Exam (NYSTCE) have been completed. In the spring faculty review the data collected and collaboratively develop program goals for the following year. Annual goals are developed using the data collected from the previous year. For example, data collected over the course of the 2014-15 academic year was used to develop our 2016 goals.

Typically the Education Program Assessment Report gathers and analyzes data from across the assessment tools noted in the chart above. Given that there were only two program completers during the 2014-15 academic year, education faculty decided to combine the collected data from these two graduates with the data collected from our five program completers in spring, 2016. The data from these two years (2014-15 and 2015-16) has been combined in our 2017 Assessment Report.

The Education program continues to gather qualitative data on our graduates through our case studies. Over the course of the 2016-17 academic year, Assistant Professor Sara Levy observed two recent graduates who have full-time teaching positions. In addition, these teachers were interviewed along with their building administrators, and focus groups were conducted with their students. This assessment data will be analyzed in summer, 2017 and discussed in the Education Program's 2018 Assessment Report.