

# **Wells College**

## **2015 Education Program Assessment Plan**

### **Wells College Mission**

The mission of Wells College is to educate students to think critically, reason wisely, and act humanely as they cultivate meaningful lives. Through Wells' academic program, residential atmosphere, and community activities, students learn and practice the ideals of the liberal arts. The Wells experience prepares students to appreciate complexity and difference, to embrace new ways of knowing, to be creative, and to respond ethically to the interdependent worlds to which they belong. Committed to excellence in all areas of its reach, Wells College equips students for lifelong learning and for sharing the privileges of education with others.

### **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 who have met the outcomes and objectives described below.

## **Program 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;
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;
3. design developmentally appropriate learning plans that demonstrate a knowledge of the students being taught; and
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);
2. understand major concepts, principles, debates, methods of inquiry, and outstanding issues that are central to the discipline(s) they teach;
3. know and use the academic language of the discipline; and
4. apply tools, structures and pedagogical techniques of the discipline(s).

#### **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;
2. design and implement assessment accommodations and modifications;
3. develop and articulate assessment criteria;
4. provide timely, specific, constructive feedback to guide students' progress toward goals;
5. analyze and interpret assessment data to monitor student progress and 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;
2. use a variety of resources, including human and technological, to engage students in learning;
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;
4. ask questions that serve different purposes—probing for learner understanding, helping students articulate ideas and thinking processes, facilitating factual recall, stimulating curiosity etc.;
5. model effective communication strategies;
6. use a variety of instructional strategies to support and expand learner's communication through reading, writing, speaking and listening;
7. monitor student learning and adjust instruction in response to learning needs; and
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; and
2. organize and manage a classroom effectively using the concepts of respect and responsibility as the cornerstones.

## **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;
2. communicate and collaborate with families, guardians and caregivers;
3. maintain timely and accurate records;
4. maintain confidentiality regarding student records and information;
5. participate in school and district events;
6. demonstrate professional behavior and attitudes in the workplace;
7. understand and discuss schools as organizations within a historical, cultural, political, and social contexts; and
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
2. actively investigate and consider new ideas that improve teaching and learning and draw on current education policy and research as sources of reflection;
3. set goals to enhance personal strengths and address personal weaknesses in teaching practice; and
4. 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.

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

Assessment tools used to measure the accuracy of our claims are noted in our Program Assessment Map. These include:

Student GPAs

New York State Teaching Certification Exams scores

EdTPA scores

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

**SEE ATTACHED PROGRAM ASSESSMENT MAP**

## **How Assessment Data Will Be Utilized**

Education Program faculty meet weekly to plan and discuss issues, concerns and (when appropriate) assessment results. These results are reviewed primarily in May and June following portfolio reviews (done collaboratively), student teacher evaluations, exit interviews and obtaining New York State Teacher Certification Exam (NYSTCE) results. Faculty review the data collected and collaboratively develop program goals for the following year.

Goals developed for the 2015/16 academic year, as a result of this process:

- Increase opportunities for students to work in diverse, urban classrooms.
  - We will continue to explore internships/student teaching opportunities in Syracuse and Rochester City School Districts. It may be possible to connect with our program graduates there.
  - Strengthen connections with Auburn and Ithaca principals/superintendents.
- Continue to emphasize and develop new opportunities to strengthen specific content area pedagogy in Adolescence methods courses (EDUC 331, 332, 406).
  - Create opportunities for math/science students to explore inquiry-based instruction within our secondary methods course, EDUC 406.
  - Coordinate projects across the methods course (EDUC 406/331/332) so that students are required to address a range of specific concepts/information/skills from across their appropriate content standards.
- Develop additional supports for the New York State Teaching Certification exams.
  - Create test prep workshops to be offered to program completers in the fall of their senior year.
  - Infuse case study activities into EDUC 405 and 307 to help prepare students for case study questions on the Multi-Subject CST and EAS exam.
- Develop opportunities for additional edTPA support and curricular alignment to strengthen preparation.
  - Redesign lesson template to include language and focus areas aligned with the edTPA.
  - A task aligned to the Special Education edTPA will be developed and included in the new EDUC 307 to begin in fall, 2015.
  - Develop consistent language and a consistent protocol (supportive of the edTPA) for reflecting on instructional decisions across courses. This will not be done at the expense of additional reflection on non-instructional

decisions (ex. reflecting on decisions intended to support to students' affective or emotional needs).

- Develop a plan for sustainable, qualitative assessment of our program completers through the use of graduate case studies.
  - Analysis of information gathered in the spring, 2015 case studies will be completed in summer, 2015 and included in the 2015-2016 assessment report.
  - Once that analysis is complete, a revised case study protocol will be developed and implemented on an annual basis.
- Review technology expectations to determine a new project to include as an assessment of students' learning in this area. As of fall, 2016 all students seeking certification will have taken, or will be required to take EDUC 225, Technology in the Classroom.
- Directly teach the effective use of paraprofessionals and volunteers in the Student Teaching Reflective Seminar.