

CSBSJU Education Department Assessment Plan

Overview and Rationale:

The CSB/SJU Education Department has a comprehensive assessment plan consisting of course-based signature assessments, dispositions, other assessments, and surveys. The course-based signature assessments ensure that all of the Standards of Effective Practice are being meaningfully evaluated and tracked. Assessments are uploaded and tracked in TaskStream. (Note: Common Metrics surveys are collected using Qualtrics.)

The SEP and Content Standards distributions for each course-based signature assessment can be found in the Excel File entitled, “SEPs aligned with Assessments”.

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Assessment Grid

**** Designates Key Assessment for PERCA**

	Tier 1 (Foundations)	Tier 2 (Pedagogy)	Tier 3 (Student Teaching)	Post-Grad
Course-Based Signature Assessments				
History and Philosophy of Education Panel Presentation	EDUC 111			
Case Study	EDUC 203			
**Daily Journal	EDUC 212/213			
Assessment Project	EDUC 310			
SPED Assessment		EDUC 305		
**Unit Plan with Technology		Selected Pedagogy Courses		
**Endorsement only: Lesson/Unit Plan		EDUC 358 Courses & EDUC 356		
Learning Reflections: Indigenous Understandings		EDUC 390		
Ethics in Life		EDUC 390		
Classroom Management Project		EDUC 359		
Professional Responsibilities		EDUC 359		
Student Teaching Observations			EDUC 360-365	
**Student Teaching Unit Plan			EDUC 360-365	
Professional Development Record			EDUC 360-365	
Connections with Parents in the Community			EDUC 360-365	
Cooperating Teacher's Term Evaluation			EDUC 360-365	
Dispositions				
Introduction	EDUC 111, 203			
Self-Assessment and Instructor Ratings	EDUC 111 EDUC 212/213	EIEd: EDUC 318/347 & 325/334 K-12 & Secondary: Content-area ped courses	EDUC 360-365 – cooperating teacher and university supervisor	
Other Assessments				
ACT	X			
GPA	X	X	X	
MTLE Exams			X	X
NES Exams (if applicable)	X	X	X	X
EdTPA			X	
Surveys				
Common Metrics Entry Survey	X			
Common Metrics Exit Survey			X	
Common Metrics Transition to Teaching Survey				X
Common Metrics Supervisor Survey				X

Selected Pedagogy Courses Containing Requirements

Selected Pedagogy Courses for the Unit Plan with Technology:

Program	Course(s)		Program	Course(s)		Program	Course(s)
Elementary	325/334		K-12 Spanish	341		Chemistry	355
K-12 Visual Arts	340		K-12 French	341		Life Sciences	355
K-12 Music: Instrumental	322		K-12 German	341		General Science	358
K-12 Music: Vocal	322		Math	358		CommArts/Lit	355A
K-12 TESL	304		Physics	355		Social Studies	355B

Endorsement Only: Courses for the Lesson/Unit Plan

Program	Course(s)		Program	Course(s)		Program	Course(s)
Math Endorsement	358		Science End.	358		K-8 French End.	356
CommArts/Lit End.	358		K-8 Spanish End.	356		K-8 German End.	356

Selected Pedagogy Courses for Dispositional Assessments:

Program	Course(s)		Program	Course(s)		Program	Course(s)
Elementary	318/347 & 325/334		K-12 Visual Arts	340		Math	358
Math Endorsement	358		K-12 Music: Instrumental	322		Physics	355
CommArts/Lit End.	358		K-12 Music: Vocal	322		Chemistry	355
Science End.	358		K-12 TESL	304		Life Sciences	355
K-8 Spanish End.	356		K-12 Spanish	341		General Science	358
K-8 French End.	356		K-12 French	341		CommArts/Lit	355 & 358
K-8 German End.	356		K-12 German	341		Social Studies	355 & 358

Brief Descriptions of Course-Based Signature Assessments

History and Philosophy of Education Panel Presentation (*EDUC 111*)

In this presentation, candidates will collaborate in small groups to study one period in American educational history in depth and present their findings to the class with the aim of understanding that all students can and should learn at the highest possible level (because they get to see each time period consecutively to show improvements and advancements.) The content elements for each time period will include major issues, themes, debates, school structures, laws, court cases, access & equity, curriculum, philosophy, and educational leaders. Candidates will critically analyze the time period, identifying and discussing the important questions and issues regarding education of this time period. They also will identify positive contributions and significant limitations to this area. Finally, candidates will analyze current practices in our educational system today, including the continuous development of technology and how this has impacted education.

Case Study (*EDUC 203*)

This project serves as an introduction to development situated in varying contexts. Candidates will complete a case study of a child or adolescent through the lenses of developmental theories and embedded contexts. Candidates will analyze the context of the school, and examine the child or adolescent in at least two other contexts. Utilizing these sources of evidence and theory/research, the candidate will analyze how the evidence aligns with various aspects of developmental theory, including cognitive, linguistic, physical, social, and emotional development. Importantly, the candidate will consider the varying factors that may influence the student's development by considering theories of situated learning and embedded contexts (e.g., Bronfenbrenner's theory). The candidate will then utilize theory and evidence to make recommendations for how to utilize the student's strengths, community assets, and consider ways to support the student. The candidate will also consider how to focus on holistic support strategies based on the developmental level of the student.

Daily Journal (*EDUC 212/213*)

In a guided clinical experience, candidates engage with students in a diverse K-12 classroom setting for five full days. In the context of this experience, candidates compose a daily journal to reflect upon their understanding of MN State Standards for Effective Practice. In their immersion and reflection journals, candidates demonstrate real-world application of course material. For example, candidates take note of the demographic information for their school and classroom, noting the context for learning. Candidates observe an ELL, ESL or ESOL student and analyze culturally relevant scaffolding and pertinent instructional strategies utilized. Candidates interview a student from a culture that is different from their own to discover the selected student's norms, values, interests, talents, strengths, and challenges. Candidates observe a lesson and identify its components, specifically looking for cultural components and post-lesson reflection. Finally, candidates articulate how they adhered to the Code of Ethics for Minnesota Teachers throughout the clinical experience.

SPED Assessment (*EDUC 305*)

The assessment will require candidates to demonstrate their knowledge of specific disability categories, including defining characteristics, presenting criteria, and effective strategies to meet all needs. Students will describe the process of qualification for support services, including intervention resources, service delivery models, assistive technology, and behavior support resources to meet the needs of all learners in the education setting. Finally, students will demonstrate their knowledge of how to meet the unique needs presented in their classroom, modeling an inclusive environment where all learners can find success.

Assessment Project (*EDUC 310*)

Candidates will utilize their knowledge of assessment and evaluation to select and/or create and evaluate appropriate assessments. To accomplish this, candidates will select and/or create an assessment. They will consider several components for evaluating the quality of the assessment, including concepts of validity, reliability, bias, and scoring concerns. Candidates will then analyze the fulfillment of the stated objectives and use assessment data to reflect upon what it might mean for instruction, student learning, and student growth.

Unit Plan with Technology and Research (*Selected Pedagogy Courses – at least one course from each program*)

The discipline-specific unit plan allows teacher candidates to demonstrate their ability to create a series of lessons and assessments around a central focus or big idea. As part of this assessment, teacher candidates develop curriculum that is aligned with disciplinary academic standards, reflective of student needs, and grounded in theory and research. Candidates will cite research to support their pedagogical decisions. Additionally, candidates will demonstrate the ability to use a variety of appropriate digital tools and resources.

Endorsement Only: Lesson/Unit Plan (*Only required for Elementary Majors seeking an endorsement, EDUC 356 & EDUC 358*)

In the context of a sustained guided classroom experience, candidates engage in planning of instruction, teaching, and reflection. Candidates plan standards-based lessons that demonstrate alignment among measurable learning objectives, teaching procedures, materials and resources, academic language, research-based practices, assessment, and accommodations.

Candidates reflections are based in the Teacher as a Reflective Decision-Maker model, which is the conceptual framework of the CSB/SJU Education Department.

MN standards for teacher licensure assessed:

Subpart 2, Standard 1, Subject Matter: 2A

Subpart 4, Standard 3, Diverse Learners: 4K

Subpart 5, Standard 4, Instructional Strategies: 5F, 5L

Subpart 6, Standard 5, Learning Environment: 6K, 6N

Subpart 7, Standard 6, Communication: 7H

Subpart 8, Standard 7, Planning Instruction: 8A, 8B, 8F

Subpart 9, Standard 8, Assessment: 9E

Subpart 10, Standard 9, Reflection and Professional Development: 10H

Learning Reflections: Indigenous Understandings (*EDUC 390*)

Candidates will write a reflection in which they communicate understandings of Minnesota-based Indigenous tribal government, history, language, and culture.

Ethics in Life (*EDUC 390*)

In an assignment titled “Ethics in Life: Contributions that offer Frameworks for Hope and Action: Multiple Narratives”, candidates will research and prepare for a presentation/learning community event to increase the prominence of non-stereotypical out-group and underrepresented individuals, that is, people from historically disadvantaged groups who have made contributions or mostly unknown people from disadvantaged groups who have made or are making contributions in contemporary society. Biographical investigations will include recognizing experiences of bias, discrimination, prejudice and institutional racism, and/or sexism and the utilized strategies of resistance to victimization and oppression.

Classroom Management Project (*EDUC 359*)

The Classroom Management project will detail each teacher candidate’s strategies for creating a classroom environment that is conducive to successful student learning. Requirements of this assessment include: a description of the environment they will create in their classroom for diverse learners, systems for managing teaching materials, strategies for effective use of instructional time, a physical classroom space, technological tools, and techniques to motivate and engage learners. Students will also address how they will establish, communicate and maintain expectations for students’ interactions, academic discussions, and individual and group responsibilities. Successful completion of this assessment will confirm the preservice teacher’s ability to create a classroom environment of openness, mutual respect, support, inquiry, and learning.

Professional Responsibilities (*EDUC 359*)

Students will engage in activities that address professional responsibilities related to mandated reporting, background checks, FERPA, social media responsibilities, media relations, handling of student identities and data, relevant laws, and professional relationships and ethical behavior in and outside of the school.

Student Teaching Observations (*EDUC 360-365*)

Field observations are conducted by trained university supervisors and the Director of Elementary and Secondary Student Teaching throughout the student teaching placement at a minimum of three (3) observations. For each observation, student teachers are responsible for supplying a lesson plan to the observer. Upon completion of the observation, the evaluation will be completed, discussed, and shared with the student teacher to review areas of strength and areas of improvement.

Student Teaching Unit Plan (*EDUC 360-365*)

The unit plan is intended to have student teachers demonstrate their own ability to create a series of lessons around a central focus or big idea of their choosing. This assessment requires that student teachers develop lesson plans and assessments based on curricular requirements and student needs. Additionally, student teachers will engage in reflective writings that review instructional choices, theoretical applications, and student performance. As the culminating assessment for student teaching, the unit plan should highlight the student teacher's content knowledge and lesson planning skills, ability to engage students in learning and provide for diverse learners, and practice reflection.

Professional Development Record (*Student Teaching - EDUC 360-365*)

The professional development record is used as a tool for student teachers to reflect on the opportunities and processes that have contributed to personal and professional growth during the student teaching experience. Student teachers will record their professional development, provide descriptions of application and impact of such experiences, and create personal professional development goals.

Connections with Parents and the Community (*Student Teaching - EDUC 360-365*)

Teachers understand that communication with parents/guardians and connections in the community hold great value in the personal and educational successes of students. To recognize and build on that understanding, student teachers are to develop a list of opportunities available to them as well as opportunities for connections with parents and the community. Student teachers will record their parent and community involvement, provide descriptions of lessons learned and the impact of such experiences, and create a plan for future involvement.

Cooperating Teacher's Term Evaluation (*Student Teaching - EDUC 360-365*)

At the end of each student teaching placement, cooperating teachers will assess student teachers on their performance throughout the experience. The summative assessment is intended to develop a full picture of the student teacher's aptitudes and levels of accomplishment with applicable Standards of Effective Practice. Upon completion of the evaluation, the assessment will be shared with the student teacher to review areas of strength and areas of improvement.