Education | 2014-2015 Assessment Report

1. **Please give a brief overview of the assessment data you collected this year. This can be in any form you feel is appropriate, such as a table, a short narrative of results, statistical analysis, highlighting findings that were of particular interest, etc. You will, however, likely want to submit results for each learning outcome you assessed this year individually.**

   We selected InTASC Standard #1 as our targeted outcome for this year, with this assessment taking place in EDUC 290 during the spring 2015 semester. The following related results are highlighted. The technology framework required for this process was implemented in EDUC 280, including video capturing and storage to prepare preservice teachers for the edTPA—a high stakes assessment for all preservice teachers. We utilized the following rubric with average scores presented, and focused on those areas most closely aligned with Standard #1 (Content).

Task 1: Planning for Instruction and Assessment	Rubric Score (1 - Low, 5 - High)
Rubric 1: Content Understanding	3.0
Rubric 2: Differentiation	2.0
Rubric 3: Knowledge of Learners	4.0
Rubric 4: Identification of Learner Demands	3.0
Rubric 5: Assessment Planning	3.0

Task 2: Instructing/Engaging Students	Rubric Score (1 - Low, 5 - High)
Rubric 6: Learning Environment	3.0
Rubric 7: Engagement	3.0
Rubric 8: Student Learning	3.0
Rubric 9: Subject Pegagogy	3.0
Rubric 10: Effectiveness	4.0

Task 3: Learner Assessment	Rubric Score (1 - Low, 5 - High)
Rubric 11: Analysis	3.0
Rubric 12: Feedback	3.0
Rubric 13: Student Implementation	2.0
Rubric 14: Student Language Use	3.0
Rubric 15: Assessment Implementation	4.0

2. **How will you use what you've learned from the data that was collected? Some examples are: particular improvements to the curriculum, incorporation of a different pedagogy, a change in assessment plan for the following year in order to obtain more specific feedback, better information or a better response rate, a determined need for faculty development in a particular area, better career alignment, a faculty retreat to discuss the data and how best to use it, etc.**

We have used the edTPA framework and implemented in several key spots in our curriculum. This has occurred mainly in the foundational segments of student progression, but will focus more on the methods courses, and those most close in proximity to student teaching. We have targeted full implementation across the 2015-2016 year which has been designated as a "no fault" year, with the edTPA assessment becoming "high stakes" in fall 2016.

We will be implementing faculty/staff -wide curricular meetings throughout the 2015-16 academic year in preparation for full implementation. We will also expand our focus to other standards, and implement these data into our curriculum.

We also anticipate data arriving from Pearson in the following months that will allow us to better formulate interventions as we prepare the effective teachers of tomorrow.