

Neumann University Program Assessment Plan

Program Name: Undergrad ED (Pre-K to 4th Grade)		Submitted by: Laura Taddei
Division: EDU&HS		3-Year Cycle Span: AY 16/17 – 18/19

Student Learning Outcome	LO 1 Planning and Preparation:	LO 2 Classroom Environment:	LO 3 Professionalism:	LO 4 Instructional Delivery -	LO 5 Communication –
Upon successful completion of the EDU (Pre-K to 4 th) Undergraduate Program, the student will:	Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. Bloom: Apply	Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. Bloom: Synthesize	Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building Bloom: Apply	Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by designing and implementing and assessing a variety of instructional strategies. Bloom: Synthesize	Student teacher/candidate prepares and presents clear communication both in written and oral formats, analytical and critical thinking, and appropriate use of research as evidenced by classroom presentations and discussions, and academic writing. Bloom: Apply
Core Learning Outcome(s):	Comprehension	Conscience Compassion	Contemplation	Comprehension Contemplation	Comprehension Communication
Related IDEA Objective(s):	Obj 1 – Basic cognitive knowledge Obj 13 – Quantitative literacy	Obj 10 – Ethical Reasoning Obj 2 – Intercultural Perspectives and Global Awareness Obj 12 – Civic engagement	Obj 3- Applications Obj 4 – Professional skills and viewpoints Obj 5 – Team Skills	Obj 1 – Basic cognitive knowledge Obj 13 – Quantitative literacy	Obj 8 – Communication skills Obj 9 – Information literacy Obj 11 – Critical analysis
Course Mapping:	ECE 101: Teaching as a Profession [I] EDU 125: Field Experience [D] ECE 204: Cognition and Development: Pre-Birth through 8 Years [I] ECE 205: Cognition and Development: Ages 6-9 [I] SPEC 212: Assistive Technology [D] EDU 215: Teaching English Language Learners [I] SPEC 222: Learning Disabilities [I] ECE 224: Math Methods (Grades PK-1) [D] EDU 230: Introduction to Exceptionalities [I]	ECE 101: Teaching as a Profession [I] EDU 125: Field Experience [D] ECE 204: Cognition and Development: Pre-Birth through 8 Years [I] ECE 205: Cognition and Development: Ages 6-9 [I] SPEC 212: Assistive Technology [D] EDU 215: Teaching English Language Learners [I] SPEC 222: Learning Disabilities [I] ECE 224: Math Methods (Grades PK-1) [D] EDU 230: Introduction to Exceptionalities [I]	EDU 101: Teaching as a Profession [I] EDU 125 Field Experience [I] EDU 215: Teaching English Language Learners [I] EDU 230: Intro to Exceptionalities [I] SPEC 320: Assessment Methods [D] EDU 461: Senior Seminar I [D] EDU 462: Senior Seminar II [M] EDU 490: Student Teaching [M] Formative: EDU 125: Field Experience EDU 461: Senior Seminar I	ECE 101: Teaching as a Profession [I] EDU 125: Field Experience [D] ECE 204: Cognition and Development: Pre-Birth through 8 Years [I] ECE 205: Cognition and Development: Ages 6-9 SPEC 212: Assistive Technology [D] EDU 215: Teaching English Language Learners [I] SPEC 222: Learning Disabilities [I] ECE 224: Math Methods (Grades PK-1) [D] EDU 230: Introduction to Exceptionalities [I]	ECE 214: Language Development [I] ECE 402: Family and Community [I] SPEC 222: Learning Disabilities [I] SPEC 415: Intensive Reading and Writing [D] ECE 312: Social Studies Methods [D] ECE 315: Science Methods [D] SPEC 424: Collaboration and Communication [D] EDU 461: Senior Seminar I [D] EDU 462: Senior Seminar II [M] EDU 490: Student Teaching [M]

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	ECE 240: Curriculum Theory and Development [D] ECE 245: Expressive Arts [D] SPEC 310: Inclusion [D] ECE 308: Math Methods (Grades 2-4) [M] ECE 302: Reading Methods (Grades PK-1) [M] ECE 304: Reading Methods (Grades 2-4) [M] ECE 312: Social Studies Methods PK-4 [M] ECE 315: Science Methods PK-4 [M] SPEC 320: Assessment Methods: Summative, Formative, Diagnostic, Benchmark [D] SPEC 322: Foundations of Autism [D]	ECE 240: Curriculum Theory and Development [D] ECE 245: Expressive Arts [D] SPEC 310: Inclusion [D] ECE 312: Social Studies Methods PK-4 [M] ECE 315: Science Methods PK-4 [M] SPEC 320: Assessment Methods: Summative, Formative, Diagnostic, Benchmark [D] SPEC 322: PDD [D]		ECE 240: Curriculum Theory and Development [D] ECE 245: Expressive Arts [D] SPEC 310: Inclusion [D] ECE 312: Social Studies Methods PK-4 [M] ECE 315: Science Methods PK-4 [M] SPEC 320: Ass Assessment Methods [D] SPEC 401: Differentiated Instruction [D] SPEC 322: Foundations of Autism [D] ECE 308: Math Methods (Grades 2-4) [M] ECE 302: Reading Methods (Grades PK-1) [M] ECE 304: Reading Methods (Grades 2-4) [M] SPEC 380: Behavioral Disorders [M] SPEC 401: Differentiated Instruction [M] SPEC 415: Intensive Reading, Writing, and Math [M]	
Academic Year for Assessment	AY 16/17	AY 16/17	AY 17/18	AY 17/18	AY 18/19

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<p>Formative Assessment</p>	<p>ECE 224, ECE 245, ECE 302, ECE 304, ECE 308 and ECE 312: Students will complete lesson plans and lesson demonstrations which will be assessed using the <i>common lesson plan/demonstration rubric</i>. At least 80% of the students scored a 3 or higher on a scale of 1 to 4.</p> <p>SPEC 320 and SPEC 322: Students will complete field experience papers which will be assessed using a field experience rubric created by a faculty member. At least 80% of the students scored a 3 or higher on a scale of 1 to 4.</p>	<p>ECE 204, ECE 205, ECE 240, EDU 230, SPEC 380 assessment: Students will evaluate their field experience classroom and complete a written assignment. A faculty created field experience rubric is used to assess this assignment. At least 80% of the students scored a 3 or higher on a scale of 1 to 4</p> <p>SPEC 310 assessment: Students will be required to analyze and apply information on inclusive practices as discussed in a professional journal article. A faculty created rubric is used to assess this assignment. At least 80% of the students scored a 3 or higher on a scale of 1 to 4</p>	<p>EDU 125 and EDU 215 assessment: Students are assessed on their teacher dispositions while in their field experience placement with the Teacher Education Program Field Experience Evaluation. At least 80% of the students scored a 3 or higher on a scale of 1 to 4</p> <p>EDU 461 assessment: Students complete a philosophy of education assignment and are scored with a faculty developed rubric on this assignment. At least 80% of the students scored a 3 or higher on a scale of 1 to 4</p>	<p>SPEC 401: Differentiated Instruction. Students compare/contrast differentiated instruction and universal design strategies for the inclusive classroom. This assignment is evaluated using a faculty created rubric. At least 80% of the students scored a 3 or higher on a scale of 1 to 4.</p> <p>ECE 315: Science Methods. Students complete a service learning project evaluated with the NU Service Learning Rubric. At least 80% of the students scored a 3 or higher on a scale of 1 to 4.</p> <p>SPEC 415: Students complete a field experience paper and are assessed using the field experience faculty-created rubric. 80% of students scored a 3 or higher on a scale of 1 to 4.</p>	<p>ECE 214: Language Development. Students complete a classroom project with classroom presentation using technology and assessed with the NU Communication Rubric. At least 80% of the students scored a 3 or higher on a scale of 1 to 4.</p> <p>ECE 402: Family and Community. Students will implement three co-teaching lessons to students from CADES. The lessons and demonstrations are evaluated with common lesson plan/demo rubric. At least 80% of the students scored a 3 or higher on a scale of 1 to 4.</p>

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<p>Summative Assessment</p>	<p>All students are assessed using the PDE 430 form in their final semester. In addition, each student prepares a Portfolio that demonstrates how the student has met the competencies established by PDE for PK-4 and PK-8 special education certification, as well as how the student has met the 10 Interstate New Teachers Assessment and Support Consortium (INTASC) Principles.</p> <p>In accord with established PDE guidelines, 90% of students will achieve a minimum grade of Satisfactory on the PDE 430 Form in Category I: Planning and Preparation</p>	<p>All students are assessed using the PDE 430 form in their final semester. In addition, each student prepares a Portfolio that demonstrates how the student has met the competencies established by PDE for PK-4 and PK-8 special education certification, as well as how the student has met the 10 Interstate New Teachers Assessment and Support Consortium (INTASC) Principles.</p> <p>In accord with established PDE guidelines, 90% of students will achieve a minimum grade of Satisfactory on the PDE 430 Form in Category II: Classroom Environment</p>	<p>All students are assessed using the PDE 430 form in their final semester. In addition, each student prepares a Portfolio that demonstrates how the student has met the competencies established by PDE for PK-4 and PK-8 special education certification, as well as how the student has met the 10 Interstate New Teachers Assessment and Support Consortium (INTASC) Principles.</p> <p>In accord with established PDE guidelines, 90% of students will achieve a minimum grade of Satisfactory on the PDE 430 Form in Category IV: Professionalism</p>	<p>EDU 462: Senior Seminar II [M] EDU 490: Student Teaching [M]</p> <p>All students are assessed using the PDE 430 form in their final semester. In addition, each student prepares a Portfolio that demonstrates how the student has met the competencies established by PDE for PK-4 and PK-8 special education certification, as well as how the student has met the 10 Interstate New Teachers Assessment and Support Consortium (INTASC) Principles.</p> <p>In accord with established PDE guidelines, 90% of students will achieve a minimum grade of Satisfactory on the PDE 430 Form in Category III: Instructional Planning</p>	<p>EDU 462: Senior Seminar II [M] EDU 490: Student Teaching [M]</p> <p>Students complete a portfolio and presentation of their portfolio connected to INTASC standards. A rubric is used to assess the portfolio and presentation. Students will score 90% or higher on the rubric for presentation and portfolio</p>

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<p>Indirect Evidence</p>	<p>In courses where objectives are noted as Essential or Important, 70% of students will rate themselves as a 3 or higher on progress made on objectives.</p>	<p>In courses where objectives are noted as Essential or Important, 70% of students will rate themselves as a 3 or higher on progress made on objectives.</p>	<p>In courses where objectives are noted as Essential or Important, 70% of students will rate themselves as a 3 or higher on progress made on objectives.</p>	<p>In courses where objectives are noted as Essential or Important, 70% of students will rate themselves as a 3 or higher on progress made on objectives.</p>	<p>In courses where objectives are noted as Essential or Important, 70% of students will rate themselves as a 3 or higher on progress made on objectives.</p>