

**College of Education  
School of Teaching and Curriculum Leadership  
Assessment Plan  
Submitted February 2002**

**Degree Programs**

- Bachelor of Science in Elementary, Secondary and Technical and Industrial Education
- Master of Science in Teaching, Learning, and Leadership
- Doctor of Philosophy in Education

**Mission Statement**

Oklahoma State University's professional education faculty seek to prepare individuals who believe everyone deserves the opportunity to learn and can learn; who act on the principle that diversity is to be valued; and who are committed to the belief that professional educators providing quality education are the backbone of society.

OSU's professional education programs are devoted to the concept of integration. Professional education students learn to integrate personal experience with fields of knowledge and with teaching based on sound theory and research-driven educational practice.

Students' attainment of unit and program goals is assisted and assessed in schools and communities in which continuous professional development for pre-service candidates, in-service school professionals, and university faculty is valued.

**Goals**

The overarching goals for professional education in the School of Curriculum and Educational Leadership are:

1. To educate students in the fields of curriculum and instruction.
2. To prepare students for professional opportunities in education.

**Expected Student Outcomes**

**Bachelor of Science in Education Degree**

1. Students should demonstrate proficiency in their area(s) of specialization.
2. Students should demonstrate the ability to analyze, synthesize and evaluate their individual growth in becoming professional educators.

3. Students should successfully complete the student teaching/internship experience.
4. Students should successfully complete the entry year teaching experience.
5. Students should evaluate the effectiveness of the professional education program.

#### Master of Education and Doctor of Philosophy Degrees

1. Students will demonstrate the ability to use research knowledge to draw upon in making educational decisions and research skills necessary for the creation and dissemination of new knowledge.
2. Students should demonstrate an advanced understanding of the social, psychological, cultural, moral and ethical dimensions of teaching and learning.
3. Students should demonstrate an understanding of the pedagogical implications of diversity and individual differences.
4. Students should demonstrate sensitivity to the impact of technology on education, and competency in the use of technology to enhance research and instruction.
5. Students should demonstrate the ability to act as proactive agents who have the knowledge and will provide leadership for needed improvement, change and transformation in educational settings.

#### **Data Sources**

##### Bachelor of Science in Education Degree

1. Certification Examinations for Oklahoma Educators.

The Oklahoma General Education Test (OGET) evaluates students in the sub-areas of critical thinking skills, communication skills, math skills, liberal studies and writing skills. The Oklahoma Subject Area Tests (OSAT) examine each student's competencies, knowledge, and understandings in the specific academic areas which he or she will teaching. All students applying for initial teacher licensure through OSU must successfully pass the series of Certification Examinations for Oklahoma Educators before being recommended for licensure.

Student scores are reported to the Professional Education Office and information is disseminated to program area faculty by the Program Coordinators. The test reports compare institutional pass rates to statewide pass rates. Program faculty use the information to evaluate areas in which program curriculum and learning experiences can be strengthened. Discussions are reflected in minutes of the Program Coordinators and Program Area meetings.

2. Professional Education Portfolio.

The Oklahoma Commission for Teacher Preparation requires that students prepare a professional portfolio whose artifacts demonstrate that a student has made progress toward and achieved the goals and competencies required for beginning teachers.

The artifacts are created as assignments in classes or field experiences like student teaching. In addition, students do reflective writing about the Core Concepts of the Professional Education Unit, document their grades through official transcripts, and submit evidence of relevant accomplishments in the field of teaching. All students applying for initial teacher licensure through OSU must successfully develop and present a Professional Education Portfolio.

The portfolios are evaluated by program area faculty to ensure that the core concepts and goals are represented and understood, and that the portfolios demonstrate that our program provides ample opportunities for licensure candidates to relate theory to practice, to participate in a variety of educational settings, to interact with a variety of teaching styles, to receive feedback from peers and faculty on field performance, to exhibit effective teaching, and to meet all of the appropriate Oklahoma competencies for certification.

The scoring rubrics for the portfolios are attached. Each specific program area--elementary education, secondary education, and trade and industrial education--reports data.

### 3. Student Assessment of Professional Education Programs Survey

The Student Assessment of Professional Education Programs survey collects demographic data about program completers. It uses a Likert scale response format to determine “how well or how poorly prepared for a teaching position” each intern feels as he or she completes a) field-based experiences, b) specialization coursework, c) student teaching experience. Students also report on their level of satisfaction with Student Services and faculty advising provided by the program, and opportunities to interact with faculty outside the classroom. All students complete a Student Assessment of Professional Education Programs survey at the conclusion of the student teaching internship.

Data from the survey are shared with the Head of the School who provides copies of the statistical reports to Program Coordinators. The faculty of each program area can then discuss the results of the survey and determine what curricular or policy improvements may be needed. Typically, the survey results will be discussed in Program Area Advisory Committees as well.

### 4. Survey of Math and/or Reading Tutors

The Tutor Evaluation Form is administered at the end of each semester to all elementary education tutors working in the Math and Reading Center. Students are asked to comment regarding their use of the Resource Room, consultation with the Center staff, and use of the Computer Lab. Students are also queried regarding their perspectives of various aspects of the tutoring experience in relation to what worked well for each tutor, what was least valuable to the experience, and which aspects of the programs might be continued, deleted, or changed.

Data from the survey are analyzed by the Tutoring Program Coordinator, who prepares a summary of the findings relative to the Center and the field experience for elementary education majors. The Coordinator and staff members can then discuss the results of the survey with Elementary Education faculty members and determine what curricular or policy improvements may be needed.

5. Program Advisory Committees

Each undergraduate teacher preparation program area is required to establish various types of Program Advisory Committees. These groups provide information on how well students are achieving and applying knowledge during their field experiences.

The Secondary, Elementary, and Trade and Industrial Education Advisory Committees are made up of program faculty members, public school teachers and public school administrators. Committees meet at least once each semester to discuss student achievement and recommend specific strategies and/or policies to improve teacher preparation courses and field experiences.

The Secondary Cooperating Teachers Seminar and the Elementary Cooperating Teachers Seminar are offered each semester. Current cooperating teachers are invited to an all-day conference on campus. General sessions and breakout sessions allow faculty, student teaching supervisors, and mentor teachers to share ideas and suggestions for improving student achievement.

Minutes are recorded at each committee meeting and seminar. Ideas are shared with the Program Coordinators of each certification area so that action can be taken to improve student achievement through enhanced curriculum and field work.

6. Evaluation of Student Teachers

All student teachers are evaluated by a their university supervisor and cooperating teacher. Copies of these forms are attached. An aggregate score for each item will be reported. Program area faculty will use these scores to make course or program modifications.

7. Residency Year Report

College of Education graduates complete a survey at the end of their first year of teaching. Data from the survey are shared with the Head of the School who provides copies of the statistical reports to Program Coordinators. The faculty of each program area can then discuss the results of the survey and determine what curricular or policy improvements may be needed.

## 8. Survey of Principals

A questionnaire will be developed to survey principals about how SCEL students are doing as beginning teachers. The sample will include schools that have hired SCEL graduates during the last five years. Such items as content knowledge, pedagogy, and application of the Core Concepts will be included.

## Master of Education and Doctor of Philosophy Degrees

### 1. State Certification Examinations

Advanced Certification examinations in reading and special education evaluate students' knowledge, competencies, and understanding in those specific academic areas of specialization.

Student scores are reported to the Professional Education Office and information is disseminated to program area faculty. Program faculty consider the information in their evaluations of program curriculum.

### 2. Comprehensive Examinations (Masters)/Qualifying Examinations (Doctoral)

Comprehensive and Qualifying examinations cover major and minor fields, and are designed to assess the student's proficiency in his or her field of specialization as well as professional education background.

Student outcomes on these examinations serve to assist faculty in identifying program strengths and potential areas for improvement.

### 3. Graduate Program Evaluations

These evaluations, given at the time students take their comprehensive or qualifying examination, seek to gain the students' perceptions regarding the examination's fairness, consistency, comprehensibility, level of difficulty, and time allowed for completion. Additionally, students are asked to give their opinions regarding their program's effectiveness in preparing them for a professional career, improving their general level of education, the suitability of their classes in their program area, and their estimation of other classes within and without SCEL. Students are also asked to give their overall evaluation of their professors in SCEL. Responses are measured in a Likert scale format.

The Head of the School and the faculty review student responses in order to identify potential areas of program or curricular improvement.

### 4. Theses or Creative Component Project (Master's) and Dissertations (Doctoral)

These research reports provide practical experience in the use of research skills and technical writing ability to further the body of educational knowledge and the dissemination of this knowledge.

Student outcomes on these reports and studies serve to assist faculty in identifying program strengths and potential areas for improvement.

#### 5. Follow-up Studies of Program Graduates and Employers

Individual programs and faculty conduct follow-up studies of graduates and employers in order to maintain notions of program effectiveness, student satisfaction with program preparedness, and employer's perceptions of program effectiveness as personified by employee's skills and abilities. Telephone interviews, mail out surveys, and online surveys are the forms these studies typically take. This information tracks achievement in employment, current publications and presentations, and grant work.

Individual faculty and Program Coordinators make use of the data they collect to monitor student satisfaction in program preparedness. Employer's perceptions also serve as source of insight in program effectiveness. Both sources of information inform discussions at the program, department and school level in regards to curriculum improvement and strengthening.

### **Timeline**

All assessment methods are currently in place. The following table shows the timeline of assessment activity and collection.

