

**Assurance of Student Learning
2019-2020**

College of Education and Behavioral Sciences

School of Teacher Education

SKyTeach, Science and Mathematics Education 0774

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will create and document teacher work sample in their content area (contextual factors, learning goals, pre/post assessment, design for instruction, analysis of learning, reflection of teaching practices).

Instrument 1	SMED 489: In-class exploration and practice will all phases of backward design (goal / objective writing, assessment development, instructional design), including phase-by-phase feedback from both peers and instructor
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Instrument 2	SMED 489: Students are evaluated using the Teacher Work Sample Rubric
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Instrument 3	SMED 470: Getting to Know the School Observation & Report-Students will visit their host school and get acquainted with the campus through a series of exercises.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: PBI Unit Plan:
Students will work collaboratively with a cooperating teacher, master teacher, and professor to develop a problem/project-based instructional unit approximately one week in length

Instrument 1	SMED 470: Students will be evaluated over 5 checkpoints throughout the semester where the students receive feedback and direction on aspects of problem-based unit development
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Instrument 2	SMED 470: Students are evaluated on a criterion referenced document
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Instrument 3	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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• **Student Learning Outcome 3:** Students will plan, teach, and analyze effectiveness of instruction based on evidence of student learning for two solo experiences culminating in the Comprehensive Video Analysis of Teaching

Instrument 1	SMED 320: Students will complete a final course reflection through a video analysis project.
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Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>Actions following the 2018-2019 academic year include course alignment to create a logical progression of complexity in lesson development, lesson planning, lesson delivery, and assessment of student learning. Technological tools were introduced to add supports for ongoing student progress. Students now earn Google Level 1 teacher certification early in the program and students earn Google Level 2 teacher certification during their capstone course.</p>		

Student Learning Outcome 1

Student Learning Outcome	Students will create and document teacher work sample in their content area (contextual factors, learning goals, pre/post assessment, design for instruction, analysis of learning, reflection of teaching practices).		
Measurement Instrument 1	<p>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</p> <p>The teacher work sample rubric is attached to the end of this document.</p>		
Criteria for Student Success	Teacher work sample rubric		
Program Success Target for this Measurement	Score of 80% or better on the project rubric	Percent of Program Achieving Target	100%
Methods	Students complete this task in their final semester during their SMED 489 course. The instructor works closely with each student in formative discussions regarding their teacher work sample. No student is able to complete the program without successful negotiation of the teacher work sample.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement	100%	Percent of Program Achieving Target	100%
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
Actions following the 2018-2019 included the implementation of a plan to train all students in the use of instructional technology and in the development of a professional growth plan. A phase in plan to require Google Teacher Certification at Level 1 and Level 2 and a professional growth dossier over the course of the program was implemented.		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
Follow-up items will include ongoing program discussions and revisions on curriculum alignment with respect to field based clinical exercises that complement content addressed during the lecture components of SKyTeach coursework. These revisions will be in place by the 2020-2021 academic year.		

Student Learning Outcome 2

Student Learning Outcome	Students will work collaboratively with a cooperating teacher, master teacher, and professor to develop a problem/project-based instructional unit approximately one week in length		
Measurement Instrument 1	NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required. The problem-based unit of instruction rubric/guidelines is attached to the end of this document.		
Criteria for Student Success	The problem-based unit of instruction rubric/guidelines is attached to the end of this document.		
Program Success Target for this Measurement	Score of 80% or better on the rubric	Percent of Program Achieving Target	100%
Methods	Each student in the SKyTeach program completes this assignment at the end of the SMED 470 course. Students are coached and mentored in the development of a problem-based unit of instruction throughout the semester. The culminating event in the course is the development of an original problem-based unit of instruction, teaching of the unit in the clinical field placement and a teaching evaluation and reflection on the unit.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="radio"/> Met <input type="radio"/> Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Actions following the 2018-2019 included the implementation of a plan to train all students in the use of instructional technology and in the development of a professional growth plan. A phase in plan to require Google Teacher Certification at Level 1 and Level 2 and a professional growth dossier over the course of the program was implemented.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Follow-up items will include ongoing program discussions and revisions on curriculum alignment with respect to field based clinical exercises that complement content addressed during the lecture components of SKyTeach coursework. These revisions will be in place by the 2020-2021 academic year.

Student Learning Outcome 3

Student Learning Outcome	Students will plan, teach, and analyze effectiveness of instruction based on evidence of student learning for two solo experiences culminating in the Comprehensive Video Analysis of Teaching		
Measurement Instrument 1	<p>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</p> <p>The video analysis project rubric is attached to the end of this document.</p>		
Criteria for Student Success	The video analysis project rubric is attached to the end of this document.		
Program Success Target for this Measurement	Score of 80% or better on the rubric	Percent of Program Achieving Target	100%
Methods	Each student in the SKyTeach program completes this assignment at the end of the SMED 320 course. Students are coached and mentored in the development of lessons throughout the semester. The culminating event in the course is the development of an original 5E inquiry based lesson, teaching of the lesson in the clinical field placement and a video analysis and reflection resulting in the development of a professional growth plan.		
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Measurement Instrument 3			
Criteria for Student Success			

Program Success Target for this Measurement		Percent of Program Achieving Target			
Methods					
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<table border="1"> <tr> <td>Met</td> <td>Not Met</td> </tr> </table>	Met	Not Met
Met	Not Met				
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
<p>Actions following the 2018-2019 included the implementation of a plan to train all students in the use of instructional technology and in the development of a professional growth plan. A phase in plan to require Google Teacher Certification at Level 1 and Level 2 and a professional growth dossier over the course of the program was implemented.</p>					
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
<p>Follow-up items will include ongoing program discussions and revisions on curriculum alignment with respect to field based clinical exercises that complement content addressed during the lecture components of SKyTeach coursework. These revisions will be in place by the 2020-2021 academic year.</p>					