

A. ASSESSMENT TITLE: EE Unit**B. ASSESSMENT TYPE:**

Key Assessment

C. ASSESSMENT AREA(S): Key Assessment areas that are used to gather data for program feedback and accreditation measures

Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Place an X if Assessment is used as a measure of this area
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	
2	Professional Dispositions	
3	Data and Research driven decision making	X
4	Integration of Technology in the discipline	X
5	Clinical Practice (integrated practices of diversity)	X

D. PURPOSE & USE:**1. Description:**

The EE unit will be created in ENVE 580: Instructional Strategies in Environmental Education. The unit will help students learn more on planning, teaching and assessing an environmental education unit. The unit will also include differentiation appropriate for the K-12 students in the educator's classroom.

2. Administration Point or Transition Point:

Middle of Program (this will change when the program and course changes go through in Fall 2020).

3. Purpose:

This key assessment will assess students' applied knowledge of teaching EE content that is appropriate for students at the grade level and developmental level he/she teaches. The assessment will include differentiation to help foster learning and promote inclusivity for all students in the classroom. A pre and post test will be included to assess pK-12 students' knowledge gained from this unit. This unit will cover Kentucky Teacher Performance Standards 1 through 8.

4. Use:

Students must holistically score a 3.0 in all areas of the EE Unit Rubric or they will need to redo areas that are lower than 3.0 to improve the holistic score.

5. ALIGNMENT TO STANDARDS:

Note that no standard should be listed that is not also “tagged” with in a rubric indicator.

1. CAEP Standards

<i>Standard A.1 - The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and careerreadiness standards.</i>	X
<i>Standard A.2 The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.</i>	X
<i>Standard A.3 The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.</i>	
<i>Standard A. 4 - The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.</i>	
<i>Standard A. 5 – The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completer’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.</i>	X
<i>CAEP Crosscutting Theme – Diversity (D)</i>	X
<i>CAEP Crosscutting Theme – Technology (T)</i>	X

2. Kentucky Teacher Performance Standards:

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	X
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	X
Standard 3. Learning environments. The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.	X
Standard 4. Content knowledge. The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	X
Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	X
Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.	X
Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	X

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	X
Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	
Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning;	
Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	

E. ASSESSMENT DEVELOPMENT:

1. The assessment was created to be aligned with the North American Association for Environmental Education's Professional Development of Environmental Educators: Guidelines for Excellence to assess how well students can apply their understanding of Themes four, five, and six, which are planning and implementing environmental education, fostering learning and promoting inclusivity and assessment and evaluation. In Fall 2020, students who have taken this course will be contacted to determine ways to improve this course.
2. Currently, there is only one person who teaches and assesses this course.
3. The assessment is an essential component of the ENVE 580 Instructional Strategies in EE class. This class can occur at the middle or end of the program. There are plans to reorganize how students take the courses in the program so that there can be assessment at the beginning, middle, and end of the program.

F. CANDIDATE INSTRUCTIONS:

The student will write an EE unit after consulting with their administrator and the curriculum map at their school to determine a place that needs strengthening in content. The unit will be written with four lesson plans and a pretest and posttest that assesses pK-12 student learning.

G. SCORING RUBRIC:

Most key assessments use the following performance levels and descriptions (as appropriate for the teaching standards assessed). If different performance levels are used, they must be clearly defined and included in the rubric as outlined below.

1. – **Beginning:** The Beginning performance provides *little or no evidence* of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.
2. – **Developing:** The Developing performance provides *limited but emerging evidence* of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.
3. **3 – Proficient:** The Proficient performance provides *sufficient* evidence of the candidate's ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice. In order

to exit the programs, *at least* this performance level must be achieved across all standards for completion of the course.

4 – Exemplary: The Exemplary performance provides *clear, consistent, and convincing* evidence of the candidate’s ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on his or her instruction and student learning to improve teaching practice.