

A. ASSESSMENT TITLE: GLOBE Diagram

B. ASSESSMENT TYPE: Use the following list to identify the key 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)	X
2	Professional Dispositions	
3	Data and Research driven decision making	
4	Integration of Technology in the discipline	
5	Clinical Practice (integrated practices of diversity)	

D. PURPOSE & USE:

1. Description: Brief description of assessment

Students will be using information from the Global Learning Observation to Benefit the Environment (GLOBE) website/curricula to first observe an outdoor area of their choice, then take a photo of this area, and create first just a drawing of the area, with arrows that show interactions between the atmosphere, hydrosphere, biosphere, and pedosphere and then finally a simplified drawing of this area, which should look like something shown in a biology or ecology textbook. This will show students' application of ecological knowledge. Understanding ecology is an essential requirement in teaching environmental education. This key assessment also emphasizes the interconnectedness of systems teaching that is vital to teaching environmental education.

2. Administration Point or Transition Point: This assessment is administered (choose all that apply)

Beginning

3. Purpose: This assessment provides candidates the opportunity to demonstrate their capacity to (describe knowledge, skills, or dispositions assessment measures)

This will show students' application of ecological knowledge. Understanding ecology is an essential requirement in teaching environmental education. This key assessment also

emphasizes the interconnectedness of systems teaching that is vital to teaching environmental education. This key assessment emphasizes the Kentucky Teacher Performance Standard of Content Knowledge (Standard 4). With a strong understanding of systems and interconnectedness between the natural systems, students will be able to complete this key assessment.

4. Use:

Students will be required to receive a 3 (proficient) on the rubric in order to pass this key assessment. Students who do not receive a 3 will be given a second opportunity to rewrite their GLOBE diagram assignment.

E. 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>	
<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>	
<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>	
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>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>	
CAEP Crosscutting Theme – Diversity (D)	
CAEP Crosscutting Theme – Technology (T)	

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.	
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.	

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.	
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.	
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.	
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.	
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.	
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.	

F. ASSESSMENT DEVELOPMENT:

- 1) The assessment was developed this semester for the redesigned ENVE 520 class that will be taught online. There is a plan in Fall 2020 to invite former students (teachers) who have the endorsement or who have taken this course to meet to talk about the key assessments in the program and what they think would be helpful.
- 2) Currently, there is one professor who teaches in this endorsement.
- 3) This key assessment is in the Introduction to Environmental Education class, ENVE 520. It will be the first class taken by students. Currently, there is no order to taking the classes, so some changes must go through the curriculum process.

G. CANDIDATE INSTRUCTIONS:

The students will complete this key assessment as part of the ENVE 520 class. IF students do not receive at least a holistic score of 3.0 in all categories, they will need to redo the part of the rubric where they scored lower than 3.0. It will be uploaded in Blackboard and the portfolio system.

H. SCORING RUBRIC:

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 – 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 program, *at least* this performance level must be achieved across all standards evaluated.
- 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.