

Drexel University School of Education Program Assessment Planning Tool

Program: <i>Initial__ Advanced__</i>	Curriculum Map Attached: <input type="checkbox"/> Yes, with recent changes <input type="checkbox"/> No, please explain:
Program Type: Mark (X) applicable types <i>Degree__ Licensure__ Certification__ Endorsement__</i> <i>Other__ Explain:</i>	Other Suggested Attachments: <input type="checkbox"/> Rubrics, Evaluation Forms <input type="checkbox"/> Observation/Field Experience Forms <input type="checkbox"/> Surveys <input type="checkbox"/> Other (Explain)
Program Director:	
Form completed by:	
Date submitted:	
Program URL:	

Program Learning Outcomes (PLOs) <small>WHAT are the PLOs? PLOs are learning expectations, expressed in active, measurable terms.</small>	DSLPs/ Standards/ SoE Themes <small>WHICH Drexel Student Learning Priorities (DSLPs), Standards (InTASC, CAEP, SPA) and SoE themes align with each outcome? (See list below)</small>	Data/Evidence <small>WHAT data or evidence will be used to determine whether or not the outcome is met and/or level of impact on P-12 learning? Provide: --Type of measure¹ --Type of evidence² --# of students assessed --Where in the curriculum or program is the outcome assessed? --When and how often will the outcome be assessed?</small>	Review of Evidence <small>HOW will program data/evidence be reviewed? Identify: --the evaluation tool (rubric; evaluation summary form; statistical tool) --performance target, achievement level, or benchmark --Who will review the evidence? --What will be the process? --When and how often will the evidence be reviewed?</small>	Reporting and Followup <small>WHAT is the plan for reporting the results and findings (strengths and gaps)? Identify: --To whom will the quantitative and/or qualitative results be reported? How often? -- Who will be responsible for reporting the results and findings? For tracking the followup?</small>

¹ Such as capstone assignments, theses, embedded exam questions; student teaching evaluations; portfolio reviews, etc

² Direct evidence involves first hand, observable indicators of knowledge and performance (e.g. rubric scores; performance ratings, and test scores); indirect evidence is often perception-based (e.g., student surveys, self-ratings) or related data and evidence that may be influenced by other factors (e.g., job placement rates)

Outcomes Alignment Areas and Abbreviations

DREXEL STUDENT LEARNING PRIORITIES (DSLPS)

Core Intellectual And Practical Skills:

Upon graduation, students will demonstrate an improved ability to...

DSLPS 1 - Communication

Employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media

DSLPS 2 - Creative And Critical Thinking

Use divergent (e.g., generation of novel ideas, thinking out of the box, brainstorming) and convergent thinking (e.g., critical thinking, evaluation of ideas, quantitative/qualitative analysis, scientific reasoning) to generate novel and relevant ideas, strategies, approaches, or products

DSLPS 3 - Ethical Reasoning

Assess their own ethical values and the social context of ethical problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to an ethical problem, and consider the consequences of alternative actions

DSLPS 4 - Information Literacy

Possess the skills and knowledge to access, evaluate and use information effectively, competently, and creatively

DSLPS 5 - Self-Directed Learning

Establish goals and monitor progress toward them by developing an awareness of the personal, environmental and task--specific factors that affect attainment of the goals

DSLPS 6 - Technology Use

Make appropriate use of technologies to communicate, collaborate, solve problems, make decisions, and conduct research, as well as foster creativity and life--long learning

Experiential And Applied Learning

Upon graduation, students will demonstrate an improved ability to...

DSLPS 7 - Global Competence

Engage in, reflect upon, and demonstrate open mindedness toward all issues of diversity at the local, national and international level

DSLPS 8 - Leadership

Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals

DSLP 9 - Professional Practice

Apply knowledge and skills gained from a program of study to the achievement of goals in a work, clinical, or other professional setting

DSLP 10 - Research, Scholarship, And Creative Expression

Make meaningful contributions in their chosen field, participating in use--inspired research, scholarship or creative activity as an individual or in a collaborative effort

DSLP 11 - Responsible Citizenship

Create and sustain a healthy, engaged, public life

School of Education Themes:

SOE 1-Innovation and Creativity

SOE 2-Diversity

SOE 3-Excellence

SOE 4-Achievement

SOE 5-Leadership

COUNCIL FOR ACCREDITATION OF EDUCATOR PREPARATION (CAEP) STANDARDS:**CAEP 1-Content and Pedagogical Knowledge**

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career- readiness standards.

CAEP 2-Clinical Partnerships

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 necessary to demonstrate positive impact on all P-12 students' learning and development.

CAEP 3-Candidate Quality

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

CAEP 4-Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

CAEP 5-Provider Impact

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' 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.

INTASC STANDARDS:

Learning and the Learner Standards

INTASC 1: Learner Development. The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.

INTASC 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Standards

INTASC 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC 5: Application of Content. The teacher understands 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.

Instructional Practice Standards

INTASC 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

INTASC 7: Planning for Instruction. The teacher plans 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.

INTASC 8: Instructional Strategies. The teacher understands 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.

Professional Responsibility Standards

INTASC 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

INTASC 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

SPA Standards

Please refer to your specialized program accreditation standards for specific alignments

HYPOTHETICAL PLO ASSESSMENT EXAMPLE:

<p>Program Learning Outcomes (PLOs) <i>WHAT</i> are the PLOs? PLOs are learning expectations, expressed in active, measurable terms.</p>	<p>DSLPs/ Standards/ SoE Themes <i>WHICH</i> Drexel Student Learning Priorities (DSLPs), Standards</p>	<p>Data/Evidence <i>WHAT</i> data or evidence will be used to determine whether or not the outcome is met and/or level of impact on P-12 learning?</p>	<p>Review of Evidence <i>HOW</i> will program data/evidence be reviewed?</p>	<p>Reporting and Followup <i>WHAT</i> is the plan for reporting the results and findings (strengths and gaps)?</p>
<p>Ex. The teacher candidate demonstrates the ability to create and maintain a positive and democratic <i>classroom climate</i> that supports and facilitates learning for all students.</p>	<p>Ex. DSL P 1,3,9; SoE 2,3; CAEP 1,2,3; INTASC 1,2,3,7,8</p>	<p>Ex. Student Teaching Evaluations and Candidate Portfolios -Use of scoring rubrics -100 students -assessed at field experience stages and at end of senior seminar</p>	<p>Ex. Rubric scores reviewed at Jan and June program meetings -Tools: ST and Portfolio Rubrics -Exemplary (3) level of performance on rubrics -Faculty and prof staff will review data, discuss findings</p>	<p>Ex. Program director reports findings biannually to Program Chair, then to Dean’s Executive Committee; Summary findings reported annually to Dir, Assessment and Accred and to CAEP Committee -Followup actions and changes will be tracked by [faculty X] and reported in next cycle.</p>

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