

**Year**

**1. Identify the PLO your program assessed this academic year**

PLO #6 (Professionalism): Teacher candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candi

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

Rubrics-The Final Cooperating Teacher Evaluation is based on the Charlotte Danielson framework and evaluates the student teacher in the following four areas: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibi-Final Cooperating Teacher Evaluation ("Professionalism")Final PDE 430 from a University Supervisor ("Professionalism")

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

Rubrics-The Final Cooperating Teacher Evaluation is based on the Charlotte Danielson framework and evaluates the student teacher in the following four areas: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibi

**4. Explain the results of the assessment activities**

PDE 430 Benchmark = Score of Satisfactory (1) or Above on PDE Category IVEarly and Primary Teacher Education (EPTE) = 35/35 = 100% for 2013-2014 / 19/19 = 100% for 2014-2015 / 23/23 = 100% for 2015-2016Middle Level Education (MLE) = Low NSecondary Education (SE) = Low NFinal Cooperating Teacher Evaluation ("Professionalism") = to be analyzed in fall 2016

**5.Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

Align the Student Teacher Observation Form Checklist to the PDE 430Use backward design to outline the curriculum based on the assessments of student teaching and field assessments / PDE 430

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**

\$3000.00 to support two annual meetings between university supervisors and cooperating teachers to discuss the evaluation instruments and conduct norming sessions.

**Year**

**1. Identify the PLO your program assessed this academic year**

PLO #7 (Service): Teacher candidates will demonstrate a commitment to the Jesuit ideals in service to others.

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

Rubrics-The PCPS Service Learning Capstone Assignment is part of the PCPS Academic Service Learning Requirement for Graduation. It is due at the same time as the service learning timesheet. In a 1-2 page typed essay, students are to reflect on their academic se-PCPS Service Learning Senior Paper

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

Rubrics-The PCPS Service Learning Capstone Assignment is part of the PCPS Academic Service Learning Requirement for Graduation. It is due at the same time as the service learning timesheet. In a 1-2 page typed essay, students are to reflect on their academic se

**4. Explain the results of the assessment activities**

The rubric contains three categories:(1) Understanding Jesuit Mission of Social Justice(2) Application of Jesuit Mission of Social Justice to Chosen Profession(3) Plan for how Jesuit Mission of Social Justice Can Be Made Manifest in Personal FutureBenchmark: 100% of students meet or exceed expectations on the rubric for each of the three categories identified above.Data is currently being analyzed by Ray Schwenk in consultation with Vanessa Silla.

**5.Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

Although several courses have been identified to assess service, a service learning rubric has not been developed and implemented consistently across all coursework. A service learning rubric that measures care, commitment and making a difference was dev

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**

Not applicable

**Year**

**1. Identify the PLO your program assessed this academic year**

PLO #1 (Content knowledge): Teacher candidates will demonstrate the content and/or pedagogical content knowledge necessary to teach effectively in their teaching area.

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

Performance on standardized test questions-Praxis tests are taken by all Middle Level Education (MLE) and Secondary Education (SE) students in their respective content areas through Educational Testing Services (ETS) prior to student teaching. Undergraduate students must show evidence of having t-Praxis (ETS) ScoresPECT (Pearson) Scores

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

Performance on standardized test questions-Praxis tests are taken by all Middle Level Education (MLE) and Secondary Education (SE) students in their respective content areas through Educational Testing Services (ETS) prior to student teaching. Undergraduate students must show evidence of having t

**4. Explain the results of the assessment activities**

Academic Year 2014-2015Benchmark: 80% pass cut score (aggregated content areas)Early and Primary Teacher Education (EPTE) = PECT Module #1 (qualifying score = 197) = met / PECT Module #2 (qualifying score - 193) = met / PECT Module #3 (qualifying score = 193)= not metMiddle Level Education (MLE) = Praxis Grade 4-8 Core (English/Language Arts and Social Studies) = met (low N), Praxis Grade 4-8 Core (Math and Science) = met (low N), Praxis Grade 4-8 Subject Concentration = met (low N)Secondary Education (SE) = Praxis Grade 7-12 Subject Area = met

**5.Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

The Education Department has invited two representatives from CTLE to an Education Department reflection meeting to discuss tutoring options for students in order to increase the percentage of students who meet the benchmark for both the Praxis Subject Te

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**

Not Applicable

**Year**

**1. Identify the PLO your program assessed this academic year**

PLO #2 (Planning): Teacher candidates will plan and adjust lesson and unit plans based on relevant research and the identified strengths and needs of all students.

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

Rubrics-edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. F-edTPA Score ("Planning")Final Cooperating Teacher Evaluation ("Planning and Preparation")Final PDE 430 from a University Supervisor ("Planning and Preparation")

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

Rubrics-edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. F

**4. Explain the results of the assessment activities**

edTPA Benchmark = score of 14 on edTPA "Planning" section  
Early and Primary Teacher Education (EPTE) =  $15/25 = 60\%$   
Middle Level Education (MLE) = Secondary Education (SE) =  $3/4 = 75\%$   
PDE 430 Benchmark = Score of Satisfactory (1) or Above on PDE Category I  
Early and Primary Teacher Education (EPTE) =  $35/35 = 100\%$  for 2013-2014 /  $19/19 = 100\%$  for 2014-2015 /  $23/23 = 100\%$  for 2015-2016  
Middle Level Education (MLE) = Low N  
Secondary Education (SE) = Low N  
Final Cooperating Teacher Evaluation ("Planning and Preparation") = to be analyzed Fall 2016

**5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

Align the Student Teacher Observation Form Checklist to the PDE 430  
Use backward design to outline the curriculum based on the assessments of student teaching and field assessments / PDE 430

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**

\$5000.00 per academic year for special compensation vouchers for faculty who work to mentor students through the edTPA preparation process. \$3000.00 for faculty to attend edTPA workshops to best advise students on the process, academic language, videota

**Year**

**1. Identify the PLO your program assessed this academic year**

PLO #3 (Instruction): Teacher candidates will use and adjust a variety of evidence-based teaching strategies based on identified strengths and needs of all students.

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

Rubrics-edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. F-edTPA Score ("Instruction")Final Cooperating Teacher Evaluation ("Instructional Delivery")Final PDE 430 from a University Supervisor ("Instructional Delivery")

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

Rubrics-edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. F

**4. Explain the results of the assessment activities**

edTPA Benchmark = score of 14 on edTPA "Instruction" section  
Early and Primary Teacher Education (EPTE) =  $13/25 = 52\%$   
Middle Level Education (MLE) = Secondary Education (SE) =  $3/4 = 75\%$   
PDE 430 Benchmark = Score of Satisfactory (1) or Above on PDE Category III  
Early and Primary Teacher Education (EPTE) =  $35/35 = 100\%$  for 2013-2014 /  $19/19 = 100\%$  for 2014-2015 /  $23/23 = 100\%$  for 2015-2016  
Middle Level Education (MLE) = Low N  
Secondary Education (SE) = Low N  
Final Cooperating Teacher Evaluation ("Instructional Delivery") = to be analyzed Fall 2016

**5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

Align the Student Teacher Observation Form Checklist to the PDE 430  
Use backward design to outline the curriculum based on the assessments of student teaching and field assessments / PDE 430

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**

\$5000.00 per academic year for special compensation vouchers for faculty who work to mentor students through the edTPA preparation process. \$3000.00 for faculty to attend edTPA workshops to best advise students on the process, academic language, videota

**Year**

**1. Identify the PLO your program assessed this academic year**

PLO #4 (Assessment): Teacher candidates will design and apply formative and summative assessments to make educational decisions based on identified strengths and needs of all students.

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

Rubrics-edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. F-edTPA score ("Assessment")Final Cooperating Teacher Evaluation ("Assessment and Knowledge of Diverse Learners")

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

Rubrics-edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. F

**4. Explain the results of the assessment activities**

edTPA Benchmark = score of 14 on edTPA "Assessment" sectionEarly and Primary Teacher Education (EPTE) =  $15/25 = 60\%$ Middle Level Education (MLE) = Low NSecondary Education (SE) =  $3/4 = 75\%$ Final Cooperating Teacher Evaluation ("Assessment and Knowledge of Diverse Learners") = to be analyzed in fall 2016

**5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

Faculty will continue to attend edTPA workshops, with a particular focus placed on the assessment rubric, in order to better mentor students as they prepare their edTPA and to evaluate the curriculum to determine how the curriculum can be revised to better

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**

\$5000.00 per academic year for special compensation vouchers for faculty who work to mentor students through the edTPA preparation process. \$3000.00 for faculty to attend edTPA workshops to best advise students on the process, academic language, videota

**Year**

**1. Identify the PLO your program assessed this academic year**

PLO #5 (Learning Environment): Teacher candidates will create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners

**2. Identify the artifact(s) (i.e. student work) that you used to assess the PLO.**

**[Papers, presentations, portfolios, test items, specific assignments, capstone**

Rubrics-The Final Cooperating Teacher Evaluation is based on the Charlotte Danielson framework and evaluates the student teacher in the following four areas: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibility-Final Cooperating Teacher Evaluation ("Classroom Environment") Final PDE 430 from a University Supervisor ("Classroom Environment")

**3. Identify the tools (e.g. rubrics, surveys, performance on standardized test questions) used to assess the artifact(s) (i.e. student work**

Rubrics-The Final Cooperating Teacher Evaluation is based on the Charlotte Danielson framework and evaluates the student teacher in the following four areas: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibility

**4. Explain the results of the assessment activities**

PDE 430 Benchmark = Score of Satisfactory (1) or Above on PDE Category II Early and Primary Teacher Education (EPTE) = 35/35 = 100% for 2013-2014 / 19/19 = 100% for 2014-2015 / 23/23 = 100% for 2015-2016 Middle Level Education (MLE) = Low N Secondary Education (SE) = Low N Final Cooperating Teacher Evaluation ("Classroom Environment") = to be analyzed in fall 2016

**5. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.**

Align the Student Teacher Observation Form Checklist to the PDE 430 Use backward design to outline the curriculum based on the assessments of student teaching and field assessments / PDE 430

**6. Are there any new resources needed to make program improvements? If so, please include the resources and provide justification for each in the Budget section of the Annual Report.**

\$3000.00 to support two annual meetings between university supervisors and cooperating teachers to discuss the evaluation instruments and conduct norming sessions.