Elementary Education Assessment Summary

2013-2014

It is the belief of the Education Division and the Elementary Education Program that no singular instrument, method, or approach can by itself provide a comprehensive or complete measure of student achievement. By placing value on multiple ways of assessing learning, we can gain more substantive knowledge about how both our candidates and our programs are progressing. Candidates are assessed throughout the Elementary Education program with varied opportunities for reflection and self-assessment. Student assessments and evaluations are based on multiple sources of data (portfolios, observed performance with K-8 students and families, papers, exams, etc.). The assessment process is designed to ensure that students demonstrate skills and knowledge of the 4 C’s: communication, critical thinking, cultural knowledge, and citizenship, in addition to meeting the standards and outcomes of the Elementary degrees.

For the 2013-2014 school year, assessment data from multiple sources were analyzed to determine student growth and progress, program strengths and challenges, and improvements that need to be made to enhance student learning. It was noted that all students reached appropriate levels of achievement as assessed through portfolios, GPA’s and critical assignments in all areas except the research paper assessment and Transition to Professional Survey scores. This problem is being addressed by including Writing Research Papers as a co-requisite course for EDUC 311 so that students can gain the skills in writing a research paper, while writing a research paper for EDUC 311. Clarifications will be made on the student teacher mentor forms so that the information aligns more closely with what is expected from students in regard to their learning community as a student teacher and reflect more consistency with the other ratings of the same student teacher by his/her supervising teacher.

The following changes to the Elementary AS and BS degree programs will be made to enhance student learning and assist the department with the assessment and outcome process:

1. The TEP Portfolio, application and assessment process were updated to address new InTASC principles, and to ensure proper data points and assessments are analyzed and to better distinguish student skill levels throughout all 3 TEP stages. The 2014-15 graduates will all be part of the updated InTASC in all three stages of their TEP.
2. An articulation agreement will be developed with at least one Montana TCU.
3. Endorsement areas in Reading and Special Education will be developed to enhance program offerings and opportunities for increased graduate employment.
4. A Teacher Education Mentorship Program will be implemented and evaluated to support candidates and provide information on skills needed for professional teaching careers.