Nevada State College, School of Education

Teacher Education: Program Review and Assessment Plan

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Overview of SOE Assessment Philosophy

We believe assessment should be aligned with high expectations and rigor for determining student success and program enhancement. Our assessment process was developed to help us make informed decisions about our programs. The SOE assessment process is designed to determine areas of programmatic strengths and areas of growth. Program assessment is also used for accreditation purposes and therefore aligned with the Nevada Department of Education. Additionally, our goals are to also support best practices used in schools at the district and national levels. Key questions that guide our assessment processes are: What content, skills and habits of mind do students learn through program activities? Is the program design effective? Does the program address the key competencies students need to be successful in their lives and careers?

Mission

The mission of Nevada State College, School of Education is to prepare highly qualified, culturally responsive professionals. We accomplish this through effective pedagogy, state of the art technology, clinical experiences, scholarly inquiry, and community partnerships. Our graduates will be critical thinkers who contribute to a global, democratic society.

Vision Statement:

Teacher education and speech pathology candidates will demonstrate knowledge and skills of the profession inherent in the various discipline areas represented. Authentic experiences that emphasize the connection between content and pedagogy are essential to students learning. The diversity of SOE candidates will reflect the changing and dynamic populations found across the state, nation, and world. Candidates will effectively integrate a variety of technologies that are both inclusive of best practice and support information gathering and communication with a variety of individuals and groups globally.

Our practice will be informed by contemporary research and continuous assessment which actively involves internal and external stakeholders local and worldwide. Students and faculty will be connected with peers across the nation and in other countries to enrich their cultural and educational knowledge and bolster their respect for human differences and similarities. Students will participate in multiple opportunities to connect with families and individuals from various cultural, ethnic, academic, geographic, and professional backgrounds to enrich their own knowledge and experience. Candidates will successfully incorporate evidence-based practice, critically analyze information and resources, and creatively integrate the arts into their

instructional practice. Our Northern Nevada satellite will be at the forefront of effectively using technology to develop innovative ways to meet the unique needs of those residing in rural areas.

Program Learning Outcomes

NSC, School of Education academic programs are aligned with the INTASC Standards. Upon completion of our Teacher Education programs student will be able to:

The Learner and Learning

Standard #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.

Standard #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.

Standard #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

Standard #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.

Standard #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

Standard #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.

Standard #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.

Standard #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

Standard #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.

Standard #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.

Programs

The Nevada State College, School of Education offers a variety of degrees, certifications, endorsements and programs to help you reach your goals, whether you are just setting out on your career path or you are already in the field and want to reach a new horizon. Explore the world of choices we have to offer and consider becoming a part of ours.

Through our extensive degree programs, we prepare students to take leadership roles in advancing research and scholarship, strengthening schools and improving education policy. We prepare students to become teacher leaders and educational advocates for all learners.

UNDERGRADUATE DEGREES

* Bachelor of Arts Elementary Education

* Bachelor of Arts Elementary Education with a Concentration in Special Education

* Bachelor of Arts Secondary Education with a Concentration in English

* Bachelor of Arts Secondary Education with a Concentration in History

* Bachelor of Science Secondary Education with a Concentration in Biology

* Bachelor of Science Secondary Education with a Concentration in Mathematics

* Bachelor of Science Secondary Education with a Concentration in Physical Science

* Bachelor of Arts in Speech Pathology

The School of Education also offers coursework leading to initial teacher licensure for students who have previously earned an undergraduate degree.

* Post-Baccalaureate in Teacher Education (PB-TEP)

* Post Baccalaureate in speech Pathology (SLEP)

We also have a robust Alternate Route Licensure (ARL) Program.

School Wide- Direct and Indirect Data Sources and Data Entry points

In order to get an accurate snapshot of students' success, we believe it is essential that we collect assessment data on our students' outcomes before, during and after their program exit.

TABLE 1: School Wide- Data Sources and Data Entry points

Pre- SOE Admission	Program Admission	Program Admission (Summative)	Program Exit Data
- Course evaluations by students - Key Performance learner outcome results in benchmarked courses - Praxis Core - GPA information - Dispositions	- Course evaluations by students - Key Performance learner outcome results in benchmarked courses - GPA information	- PRAXIS II pass results - Course evaluations by students - Key Performance learner outcome results, in benchmarked course - Student Teaching Evaluations - Action Research Projects - GPA information	- Program Completer Surveys - Available graduate employment data, - NEST Data - Programs Completion Rate

Key Performance Assignments:

Faculty representing all teacher education programs at Nevada State College
have worked collaboratively to create a coherent system for evaluating candidate perform
ance that also facilitates evaluation of program quality. The foundation for this system is
--conceptualization and implementation of a key assessment for every course
delivered in every licensure program.

Each of these key assessments is aligned with one or more INTASC standard(s). The key
assessment is a required course element; the key assessment is used in every section of ev
ery course every semester.

A scoring rubric aligned with INTASC standards/indicators has been created for each key
 assessment. These key assessments collectively provide a very rich snapshot of the
performance of individual students as they progress through the program.

The data generated also provides an opportunity for teaching candidates to gain a solid
understanding of the INTASC standards – a deepened understanding of what effective
educators know, believe, and do!   The evaluation of program quality flows out of the
aforementioned plan for assessing candidate quality. A list of "key key" assessments
(summarized in Table One below) have been identified. Collectively, the "Key, Key"
assessments address all ten INTASC standards. The collation and analysis of individual
performance data for all candidates provides powerful evidence of program quality.

Table II
Nevada State College School of Education--Summary of "KEY, KEY Performance"
Assessments by Licensure Area

INTASC Standard #	Admission Status	Elementary Education	Special Education	Secondary Education	Key Performance Assignment
I. The Learner and Learning					
1a. Learner Development	Pre-Admission	EDRL 471	EDRL 471	EDRL 471	-Theory of Language Learning Paper
1b.Learning Differences	Pre-Admission	EDU 203	EDU 203	EDSP 411	-Disability Edusheet
1c. Learner Environments	Pre-Admission	EDU 214	EDU 214	EDU 214	-Create a WebQuest
	Pre-Admission	EDU 206	EDU 206	EDU 408	-Create a classroom management plan
II. Content Knowledge					
2a. Content Knowledge	Program Admission	Pre ST FE	Pre ST FE	Pre ST FE	*
	Program Admission	EDRL 442	EDRL 442	?	-Write lesson plan
	Pre-Admission	*	EDU 208	*	-Lived Experiences of Disability: Narrative Research Project
2b.Application of Content	Pre-Admission	Pre ST FE	Pre ST FE	Pre ST FE	*

	Program Admission	EDEL 443	EDEL 443		-Write a lesson plan on a science topic covered in the NGSS for a K-5 grade level of your choice.
	Pre-Admit/Prog. Adm		EDU 208		-Lived Experiences of Disability: Narrative Research Project
			EDSP 453		Behavior Intervention Plan
III. Instructional Practice					
3a.Assessment	Program Admission	EDRL 461	EDRL 461		-Summary of Assessment Results Administration of Informal Assessment Battery and Report
	Program Admission		EDSP 452		-Educational Assessment Battery with Analysis and PLAAFPs
3b.Planning for Instruction	Pre-Admission	EDU 214	EDU 214	EDU 214	Create a WebQuest

	Program Admission				
3c. Instructional Strategies	Program Admission

Program Admission | EDEL 433 | EDEL 433

EDSP 443 | EDSC 433 | -Plan, implement, reflect on a math lesson with use of video recording
-Create a learning strategy and integrate it into a lesson plan for a child with special needs |
				EDSC 453	Plan, implement, reflect on a math lesson with use of video recording (math majors)
				EDSC 463	Write a lesson plan (science majors)
				EDSC 473	Write a unit plan (history majors)
IV. Professional Responsibility					
4a. Professional Learning and Ethical Practice	Pre-Admission
Pre-Admission	EDU 250	EDU 250	EDU 250	Townhall Speech
4b.Leadership and Collaboration	Pre-Admission	EDSP 432	EDSP 432	EDSP 432	Professional In-service Training

Data Collection Processes

1. All key assessments for all courses will be focused on a particular INTASC standard(s). INTASC language will be used in all scoring rubrics for all key assessments.
2. All scoring rubrics for all key assessments will utilize a "4 point" (0-1-2-3) scale.
3. Reformulated this assessment plan to hone in on program assessment for our three licensure programs – elementary education, special education, and secondary education (multiple areas).
4. For each licensure area, the formative assessments (listed in the chart above) are equally divided between pre-admit courses and courses that require program admission.
5. The formative assessment plan for all licensure programs will include a "KEY, KEY" Assessment built into candidates' pre-student teaching field experience. This vision is built on the expectation that candidates will have the opportunity to do "some" individual, small group, or large group teaching of K-12 learners prior to entering student teaching. The projected INTASC standards to be targeted for the pre-student teaching field experience are as follows: Standard 4, Standard 5, and Standard 9.
6. Summative assessments for all programs will be a part of STUDENT TEACHING. Collectively, the KEY Assessments during student teaching will "close the loop" -- all 10 INTASC Standards will be addressed.
   a. Final Student Teacher Evaluation Form
   b. Action Research Assignment (provide evidence of K-12 student learning)
7. The examinations required for Admission to Student Teaching (and for NDE Licensure) will provide another summative assessment data set. The specific INTASC standard(s) addressed by each examination will TBD.
   a. Elementary – PLT
   b. Special Education – PLT plus K-6 and 7-12 Special education specific Examinations
   c. Secondary – PLT plus Content Exam for the candidates specific teaching subject
8. The "KEY, KEY" Assessment Data will be systematically gathered. The data will be reviewed on an annual basis. Analysis of data will provide the foundation for ongoing program improvement. At this point in time, we are engaged in a study of best options for gathering, storing, and analyzing the data.

SOE Data Analysis Processes

Annual Calibration of "Key Performance" Scoring rubrics: Faculty will meet annually to review "Key Performance" assignments and to develop interrater-reliability of select "Key performance assignments" for each Teacher Education Program.

Annual Curriculum Mapping of Each Program: School of Education engages in annual curriculum mapping of each Teacher Education program to determine where standards are being met in the program and potential areas of weakness. Based upon findings, faculty review and update course objectives and make any needed revisions for the programs.

Monthly Data Talks: Faculty in the School of Education engage in monthly data talks in which they review key performance work samples, curriculum maps, program completer surveys, student teaching evaluations and other key program data. These data talks are designed to engage faculty in consistently examining data on student outcomes for each program.

Sample Program Assessment Timeline

Date	Analysis Activity
September	Review Previous Year Student Teaching Evaluation Data
October	Curriculum Map of Elementary Program Discussion and Program Updates
November	Revision of course Objectives and Key Performances Assignments/Rubrics as needed
December	Curriculum Analysis of SPED Program: Updates and Analysis
January	Curriculum Map of Secondary Programs: Updates and Analysis
February	Key performance calibration
March	Field Experience Work Sample Calibration
April	Program Completer Analysis and Discussion
May	Comprehensive Annual Program Review Report, Input and Suggestions from Faculty for next steps in the upcoming year

Table III: Sample Teacher Education Artifact Collection

	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
INTASC 1-3 Outcomes : Learning and the Learner	Collected	Analyzed	Revised/ Implemented changes	Assess changes		
INTASC 4-5 Outcomes: Content		Collected	Analyzed	Revised/ Implemented changes	Assess changes	
INTASC 6-8 Outcomes: Instructional Practice Outcomes			Collected	Analyzed	Revised/ Implemented changes	Assess changes
INTASC 9-10 Outcomes: Professional Responsibility				Collected	Analyzed	Revised/ Implemented changes
Courses Collected	EDRL 471 EDU 214 EDU 206 EDSP 411 EDU 408	EDSP 453 EDEL 443	EDRL 461 EDSP 452 EDRL 433 EDSP 325 EDSC 463 EDSC 473	EDU 210 EDSP 432		

Curriculum Updates

Upon completion of in-depth analysis of program data, SOE will determine any needed curriculum changes that must be integrated for the upcoming academic school year.

Appendices I: Student Teaching Evaluation Tool:

Summative Evaluation

Appendices II: Program Completer Survey

TEACHER EDUCATION PROGRAM COMPLETER FOLLOW-UP SURVEY
DATA TABLES

Table 1. Teacher education program of respondents

My teacher education program prepared me for licensure in:	Number	%
1. Early childhood education		
2. Elementary Education (K-8)		
3. Special Education		
4. Dual elementary/special education		
5. Secondary education (7-12)		
6. Dual elementary/secondary		
7. Other		

Table 2. License(s) held by respondents

I currently hold a/an:	Number	%
1. Early childhood education license		
2. Elementary education license		
3. Secondary education license		
4. Special education license		
5. Substitute license		
6. No license		
7. Other		

Table 3. Type of teacher education program respondents completed

My teacher education program was a:	Number	%
1. Regular undergraduate program		
2. Post baccalaureate program not leading to a Master's degree		
3. Post baccalaureate program leading to a Master's degree		
4. Alternative route to licensure program		
5. Other		

Table 4. Employment situation of respondents

Please provide the following information about your current situation. I am (the participant had to check one)	Number	%
1. Teaching full-time		
2. Substitute teaching		
3. Teaching part-time		
4. Employed outside of teaching		
5. Attending college, obtaining more education		
6. In the military on active duty		
7. Not employed outside my home		
9. Not employed		

TEACHER EDUCATION PROGRAM COMPLETER

SUPERVISOR FOLLOW-UP SURVEY

Dear Principal/Supervisor:

(Name of college/university) is distributing this follow-up survey that was developed by a committee of Nevada Department of Education, school district, college, and university personnel. This survey is being provided to you by one of your teachers who completed the teacher education program at (Name of college/university) last year. The teacher who has given you this survey instrument, by virtue of giving it to you, has consented to allow you to participate in the follow-up of our program completers.

This survey is intended to provide a teacher education program with information about how you perceive your employee's preparation to become a teacher. Please keep in mind that this is an assessment of your teacher's teacher preparation program and NOT an evaluation of the teacher. Please answer every question.

A. Please provide the following information:

Name of School District _____

City _____ State _____

B. Is your school

_____ 1. Urban

_____ 2. Suburban

_____ 3. Rural

C. If the specified employee is teaching under contract full-time or part-time, please check level:

_____ 1. Pre-school

_____ 2. Elementary

_____ 3. Middle/Junior High School

_____ 4. High School

_____ 5. Other – Please specify _____

Please respond to each of the following questions related to this teacher's preparation to become a teacher by using the following scale and **circling your response**:

> 4 = Strongly agree
>
> 3 = Agree
>
> 2 = Disagree
>
> 1 = Strongly disagree
>
> U = Undecided

	Strongly agree	Agree	Disagree	Strongly disagree	Undecided
1. The teacher education program prepared him/her for teaching students of diverse cultures and ethnicities.	4	3	2	1	U
2. The teacher education program prepared him/her for teaching English language learners.	4	3	2	1	U
3. The teacher education program prepared him/her for teaching students with disabilities in a regular classroom or in the role of a special education teacher.	4	3	2	1	U
4. The teacher education program addressed the Nevada K-12 Content Standards and Benchmarks.	4	3	2	1	U
5. The teacher education program prepared him/her to develop lesson plans.	4	3	2	1	U
6. The teacher education program prepared him/her to use a variety of teaching methods appropriate for students and age level.	4	3	2	1	U
7. The teacher education program prepared him/her to use appropriate technology and/or media while teaching.	4	3	2	1	U
8. The teacher education program prepared him/her to address student behavior in the classroom.	4	3	2	1	U
9. The teacher education program prepared him/her to manage the classroom and/or labs.	4	3	2	1	U

10. The teacher education program prepared him/her to use formal and informal assessment strategies appropriate to the students and subject matter being taught.	4	3	2	1	U
11. The teacher education program prepared him/her to use formal and informal assessment results to improve teaching and student learning.	4	3	2	1	U
12. The course work in the appropriate content area(s) (mathematics, English, sciences, social sciences, and other teaching areas) prepared him/her to teach subject matter content and address the academic standards required by the school district.	4	3	2	1	U
13. The teacher education program prepared him/her to work with parents and/or families.	4	3	2	1	U
14. The teacher education program prepared him/her to develop an awareness and understanding of the school and its community.	4	3	2	1	U
15. The teacher education program prepared him/her to be a reflective educator.	4	3	2	1	U
16. The teacher education program prepared him/her for the legal and procedural requirements of their role (i.e., school law, standardized testing regulations, special education procedures).	4	3	2	1	U
17. The teacher education program prepared him/her to provide developmentally appropriate instruction.	4	3	2	1	U
18. The teacher education program prepared him/her to effectively communicate in the school setting.	4	3	2	1	U
19. This teacher was prepared by his/her teacher education program.	4	3	2	1	U

Thank you for completing this survey. Please return it in the enclosed envelope to:

Dr. _____

Address_____

Institution _____

City and State _____

Appendices III: Sample Field Experience Assessments

(See the Field Experience Handbook)

Appendices IV: Sample Dispositions Tool and Procedures (In Process)

Teacher and Speech Language Pathology (SLP) candidates at Nevada State College (NSC) are expected to demonstrate behaviors that are indicative of the following disposition characteristics of effective teachers and SLP's. The Council for the Accreditation of Educator Preparation defines **Dispositions** as the habits of professional action and moral commitments that underlie an educator's performance. NSC candidates show a disposition toward and commitment to each of the following:

1. Maintains a positive attitude during class, fieldwork, clinical settings and all other educational environments.
2. Is punctual to and attends the duration of class, fieldwork assignments, therapy sessions and scheduled meetings.
3. Is honest, trustworthy, and respectful in communications and interactions with others.
4. Demonstrates ethical behavior and maintains confidentiality regarding student information and communications.
5. Online discourse and participation in classroom discussion are respectful, tolerant of, and responsive to ideas and views of others.
6. Looks for solutions to problems versus engaging in a pattern of negative behavior.
7. Provides equitable learning opportunities for all students, for example, student does not dominate class discussions and/or instructor's time.
8. Communication and/or actions do not discriminate against any group.
9. Appearance, grooming and personal hygiene are appropriate for working in the school setting.
10. Uses constructive feedback from instructor or peers to improve skills.
11. Appropriate interaction with school age children during fieldwork and student teaching.
12. Uses sound judgment and thoughtful decision making with consideration of the consequences.
13. Collaborates with peers to improve overall learning of students.
14. Takes initiative and responsibility for one's own learning.

Integrity
1. Maintains a positive attitude during class, fieldwork, clinical settings and all other educational environments.
5. Online discourse and participation in classroom discussion are respectful, tolerant of, and responsive to ideas and views of others.
6. Looks for solutions to problems versus engaging in a pattern of negative behavior.
9. Appearance, grooming and personal hygiene are appropriate for working in the school setting.

12. Uses sound judgment and thoughtful decision making with consideration of the consequences.

14. Takes initiative and responsibility for one's own learning.

Communication and Collaboration

7.   Provides equitable learning opportunities for all students, for example, student does not dominate class discussions and/or instructor's time.

8.   Communication and/or actions do not discriminate against any group.

10. Uses constructive feedback from instructor or peers to improve skills.

13. Collaborates with peers to improve overall learning of students.

Professionalism

2.   Is punctual to and attends the duration of class, fieldwork assignments, therapy sessions and scheduled meetings.

3.   Is honest, trustworthy, and respectful in communications and interactions with others.

4.   Demonstrates ethical behavior and maintains confidentiality regarding student information and communications.

11. Appropriate interaction with school age children during fieldwork and student teaching.

Appendices V: Sample Elementary Education [Curriculum Map](#)