**2011 Education Department Assessment Plan**

**Step 1: Department & Program mission**

The mission of the Education Department is to educate scholarly practitioners that examine the purpose of schooling and the relationship between school and society. Grounded in the liberal arts traditions and situated in a richly diverse community, the Albion College Teacher Education Program (TEP) fosters the development of moral and ethical teacher-scholars who advocate for learners’ intellectual and personal growth as well as positive societal change. Students and faculty in the department are committed to challenging, broadening and deepening their learning centered practice by focusing on self-reflections, life-long learning, multicultural education, and interdisciplinary curriculum building. Together, we create democratic learning communities in order to analyze and confront social, political, psychological, and economic problems as well as teach disciplinary knowledge in diverse school settings.

The Education Department is the academic unit housing the faculty and courses that support the mission of the Fritz Shurmur Center for Teacher Development and the Teacher Education Program (TEP). Central to the liberal arts tradition is its particular commitment to exploring the interconnected nature of knowledge and the resulting passion for learning that it generates and sustains. The intellectual skills of critical thinking, assimilation, integration, and creative problem solving are core competencies of a liberally educated person. These are also the hallmarks of effective teaching. The Fritz Shurmur Center for Teacher Development advances the liberal arts tradition as the best foundation for teacher preparation.

The Education Department also houses the Ferguson Center for Technology-Aided Teaching and Learning (FCTATL). The FCTATL hosts the Learning Café, a dynamic and flexible place for prospective teachers to use computer and web-based technologies for designing lesson and unit plans, viewing and archiving videotaped examples of teaching and learning, and creating electronic and online portfolios of TEP achievements. There is a lending library of equipment (e.g., digital cameras, video cameras, digital audio recorders, individual response systems) and curriculum materials to support students in their field experiences. The Ferguson Center is a member of the [Michigan Association of Computer Users in Learning (MACUL)](http://www.macul.org), the [International Society for Technology in Education (ISTE)](http://www.iste.org) and the [Consortium for Outstanding Achievement in Teaching with Technology (COATT)](http://www.coatt.net). Albion College education students are eligible to apply for the COATT award, given to a pre-service and in-service teacher who creates a portfolio of his or her work in educational technology and teaching and learning.

Faculty and staff of the Education Department, Fritz Shurmur Center for Teacher Development and the Ferguson Center for Technology-Aided Teaching and learning work together to provide a teacher education program with developmentally intentional and value-added educational experiences. In addition, faculty and staff of both centers and department collaborate regularly to assess program mission, goals and outcomes, recruit and retain students, meet standards for program reviews by the College, state (Michigan Department of Education/MDE) and national accreditation agency (Teacher Education Accreditation Council/TEAC), as well as remain in contact with alumni.

**Step 2: Goals & Outcomes**

1. Graduates of the TEP are grounded in the liberal arts and understand the subject matter they are recommended for certification to teach.

2. Graduates of the TEP translate subject matter knowledge into meaningful and relevant learning experiences.

3. Graduates of the TEP are thoughtful and caring learner-teachers, respectful of self and others, who seek out, value, and incorporate different viewpoints and positions about learners, learning, teaching and subject matter.

4. Graduates of the TEP are ethically grounded deliberators, who are continuously learning through reflective critical thinking.

5. Graduates of the TEP are child and youth advocates working for a more fair, equitable and democratic society.

6. Graduates of the TEP understand issues related to technology and society and can use technological tools with pedagogical practices to: enhance communication and personal/professional productivity in order to implement curriculum, differentiate instruction, and assess learning.

**Relationship between program goals and components.** The Albion College TEP must be responsive to and maintain equilibrium between several contextual factors. The program must respond to federal and state policies, regulatory agencies, College initiatives and requirements, other departmental major/minor requirements, and most importantly student needs. While being responsive to maintaining equilibrium among these forces, programming and goals remain focused on developing scholar teachers.

In other words, the six goals listed above serve two purposes. First, these six goals function as a synthesizing mechanism or *strange attractor* that brings all the components of the TEP into a cohesive whole. This provides opens up access to human capital as resources and provides fluidity among efforts to respond and be supportive to students and other stakeholders. And second, program goals as a whole highlight the priority of educating of scholar teachers who examine the purpose of schooling and the relationship between school and society. Specific program components (e.g., event-based activities, curriculum modules) focus explicitly on accomplishing the mission and goals even while being remodeled or reframed to maintain equilibrium among all contextual factors.

Because of the unique context surrounding a teacher education program, including competing forces that determine certain components of the program, the goals serve different functions than those in other departments or programs.

**Step 3: Program Components**

Given the dynamic relationship between program components and goals, program components do not directly cascade from the goals. In other words, each class is not designed to achieve a distinct and particular outcome. Neither is each expected to achieve every outcome. Instead, the aim is to create a dynamic mix of experiences that serve different students in both similar and different ways. Program components provide an even distribution of experiences across which on-going, systematic assessment—by faculty and students themselves—supports students differently to achieve the same outcomes.

There are three concentrations from with particular options for teaching major and minor (or planned program) from which students chose. Each concentration reflects a certification level—elementary (K – 8), secondary (6 – 12) or K – 12—authorized by the MDE.

**Elementary education concentration.** Students interested in and eligible for authorization of an elementary teaching certificate by the MDE must complete (a) relevant education courses, (b) a teaching major of at least 8 units and (c) a planned program. With the exception of student teaching, all education, teaching major and planned program courses must be taken for a numeric grade.

1. **Elementary education requirements—**Students must complete the following education courses for the concentration:

**EDUC 202** *Foundational Contexts of Education* (1 unit);
**EDUC 203** *Processes in Learning & Teaching* (1 unit);

**EDUC 247** *Pedagogy of Elementary Social Studies* (.5 unit);

**EDUC 259** *Pedagogy of Elementary Mathematics and Science* (1 unit);
**EDUC 371** *Literacy Pedagogy in the Elementary School* (1 unit);
**EDUC 372** *Teaching Reading in the Content Areas* (.5 unit);
**EDUC 396** *Boundary Crossings in Elementary Schools* (1 unit);
**EDUC 421** *Elementary Student Teaching* (3 units); and,

**EDUC 431** *Seminar: Elementary Student Teaching* (1 unit).

1. **Teaching major requirements—**Required courses for completion of a teaching major are determined jointly by the department involved and the Education Department. There are four teaching majors: *English language arts, integrated science, mathematics, and social studies*.
2. **Planned program requirements—**Students must complete the following planned program courses for the concentration:

**MATH 104** *Mathematics for Elementary Teachers* (1 unit);

**BIOL 195, CHEM 107, GEOL 101 or 103, PHYS 105** *choose one to meet science with lab criterion*;
**HIST 131** *The United States from Colonization to 1877* (1 unit);

**ENGL 203/101H)** *Advanced Expository Writing*/*Honors Composition* (1 unit), pre-requisite, English 101 or equivalent;

**PSYC 251** *Child and Adolescent Development* (1 unit), pre-requisite, PSYC 101;

**IDY 262** *Arts Integrated Learning* (1 unit);

**SCI 285** *Integrated Science for Elementary Teachers* (1 unit);

**ENGL 348** *The English Language* (1 unit); and,

**EDUC 319** *Health and wellness in the Elementary Classroom* (.5 unit).

**Secondary education concentration**. Students interested in and eligible for authorization of a secondary teaching certificate by the Michigan Department of Education must complete (a) relevant education courses and (b) a teaching major of at least 8 units and (c) a teaching minor of at least 5 units. With the exception of student teaching, all education, teaching major and teaching minor courses must be taken for a numeric grade.

1. **Secondary education requirements—**Students must complete the following

education courses for the concentration:

**EDUC 202** *Foundational Contexts of Education* (1 unit);

**EDUC 203** *Processes in Learning & Teaching* (1 unit);

**PSYC 251** *Child and Adolescent Development* (1 unit), pre-requisite, PSYC 101;

**EDUC 373** *Literacy Pedagogy in Secondary Schools* (1 unit);
**EDUC 397** *Boundary Crossings in Secondary Schools* (1 unit);
**EDUC 422** *Secondary Student Teaching* (3 units); and,

**EDUC 432** *Seminar: Secondary Student Teaching* (1 unit).
**Content specific pedagogy courses**—**EDUC 338/339** *Pedagogy of the Humanities* or **EDUC 348/349** *Pedagogy of the Social Sciences* or **EDUC 358/359** *Pedagogy of the Sciences* (.5 unit for teaching major/.5 unit for teaching minor; 1 unit if both major and minor are in same division)

*Student with health education minor and music education or physical education major (eliminated May 2010) take pedagogy courses in the respective departments.*

1. **Teaching major requirements—**Required courses for completion of the teaching major are determined jointly by the department involved and the Education Department. Options for the major include: biology, chemistry, earth science, mathematics, and physics—sciences; English, French, German, Spanish—humanities; history, political science, psychology and social studies—social sciences; music education and physical education—fine and applied arts.
2. **Teaching minor requirements—**Required courses for completion of the teaching minor are determined jointly by the department involved and the Education Department. Options for the minor include: biology, chemistry, earth science, mathematics, and physics—sciences; English, French, German, Spanish—humanities; history, political science, psychology—social sciences; and health education—fine and applied arts.

**K-12 education concentration**. Students interested in and eligible for authorization of a K-12 teaching certificate by the Michigan Department of Education must complete (a) relevant education courses and (b) a teaching major of at least 8 units and (c) a teaching minor of at least 5 units. With the exception of student teaching, all education, teaching major and teaching minor courses must be taken for a numeric grade.

1. **K-12 education requirements—**Students must complete the following

education courses for the concentration:

**EDUC 202** *Foundational Contexts of Education* (1 unit);

**EDUC 203** *Processes in Learning & Teaching* (1 unit);

**PSYC 251** *Child and Adolescent Development* (1 unit), pre-requisite, PSYC 101;

**EDUC 373** *Literacy Pedagogy in Secondary Schools* (1 unit);
**EDUC 396** *Boundary Crossings in Secondary Schools* (1 unit);
**EDUC 423** *K-12 Student Teaching* (3 units); and,

**EDUC 432** *Seminar: Secondary Student Teaching* (1 unit).
**Content specific pedagogy courses**—**EDUC 338/339** *Pedagogy of the Humanities* (.5 unit for teaching major/.5 unit for teaching minor; 1 unit if both major and minor are in same division).

*Students with music education and physical education major (eliminated May 2010) take pedagogy courses in the respective departments.*

*Students with French, German or Spanish major take EDUC 371 in addition to pedagogy courses in the respective departments.*

1. **Teaching major requirements—**Required courses for completion of the teaching major are determined jointly by the department involved and the Education Department. Options for the major include: French, German, Spanish—humanities; music and physical education—fine and applied arts.
2. **Teaching minor requirements—**Required courses for completion of the teaching minor with secondary certification only, are determined jointly by the department involved and the Education Department. Options for the minor include: biology, chemistry, earth science, mathematics, and physics—sciences; English, French, German, Spanish—humanities; history, political science, psychology—social sciences; and health education—fine and applied arts.

*Students with music education major complete an applied music minor.*

*Students with health education minor and applied music minor take pedagogy courses in the respective departments.*

Our policy is that no courses offered in the Teacher Education Program (i.e., labeled EDUC in the Albion College Academic Catalog) will be substituted with a course at another institution of higher learning; this policy is consistent with the practice of most teacher education programs. If you wish to make any other course substitutions (i.e., planned program or teaching major requirements), you must have the approval of the appropriate Albion College department chair and ask her or him to notify Jason Moritz, Certification officer, and Kyle Shanton, chair, by Email or written memo. Students who begin as juniors usually need additional time at Albion to complete requirements. They can graduate with their class and then return to Albion for a ninth semester to complete an elementary, secondary, or K-12 concentration.

**Admission.** Students may formally apply for admission to the TEP after successfully completing Education 202. They need to have a <2.7> cumulative grade point average, have taken and passed all three sections (reading, mathematics, and writing) of the Michigan Test for Teacher Certification (MTTC) Basic Skills Test and documented commitment by demonstrating previous work with children/adolescents in an educational setting. In accordance with State Board of Education policy, students are also required to complete three criminal history checks: in Education 202, as part of the application for admission, and again prior to recommendation to the MDE for initial certification. As part of this process, students are required to access the [Internet Criminal History Access Tool (ICHAT)](http://apps.michigan.gov/ICHAT/) through the Michigan State Police website and submit the report to the Education Department. Students are responsible for the ICHAT fee. Detailed requirements for admission to the TEP may be obtained directly from the Education Department. Students are also encouraged to acquire additional educational experience through volunteer or ancillary work in tutoring, outdoor camp, and community and regional programs focused on youth.

Students are required to maintain a <2.7> cumulative grade point average, and a <3.0> average in their major, minor (or planned program) and in other course work required for certification. All required course work must be taken for a grade, except those offered only on a credit/no credit basis.

Students must sign up for student teaching no later than January of the preceding academic year. Student teaching is a capstone experience that brings many significant responsibilities and obligations, and involves time commitments during and after school as well as evenings. Therefore, student teachers must petition to receive advance permission from the Education Department to take other courses, work, hold leadership positions in organizations on- or off-campus, or participate in any activity that would potentially interfere with student teaching. All student teaching placements are made by the field placement coordinator. Placements are made within a 30-mile radius of Albion in order to accommodate supervision, seminar and capstone commitments. In preparation for student teaching, students participate in field experiences integrated into course work in 200 and 300-level education classes. Students are expected to complete a digital (hypermedia) portfolio prior to completing their program of study. All TEP students are required to complete either Education 396: Boundary Crossings in Elementary Schools or Education 397: Boundary Crossings in Secondary Schools (aka *Maymester*). These courses require an integrated field experience that begins during the spring semester and includes full-time participation during three and one-half weeks in a classroom in May as part of the junior year. There is no additional tuition charged for the Maymester portion of the course; however, students will be charged for room and board during this period.

**Testing.** Act 267 of the Public Acts of 1986 requires that all students seeking to enroll in student teaching in any Michigan Teacher Education Program must take and pass the Basic Skills Test (Test Code 096) administered by Pearson Education, Inc. This test should be taken during the freshman year and no later than the sophomore year as part of the Albion College TEP admissions process. Cost, dates and site information are available online at [http://www.mttc.nesinc.com](http://www.mttc.nesinc.com/).

All education students need to pass MTTC subject area tests before they can be certified by the MDE. Elementary certification candidates must pass the Elementary Education Test (Test Code 083). If they wish to teach in their major in middle school, they must also pass the subject area test in their teachable major. All secondary and K-12 certification candidates must pass the subject area tests in their teachable major and minor. K-12 music education students take only the Music Education Test (Test Code 099). Students seeking certification to teach French, German or Spanish are also required to pass the American Council on the Teaching of Foreign Languages’ Oral Proficiency Interview (OPI) exam at an “advanced low” level of proficiency (or higher). Students should consult closely with the Modern Languages and Cultures Department and TEP advisor to prepare for this exam. It is generally recommended that students take content area exams once major course work in that area is completed, during the senior year prior to student teaching. As required by the MDE, we are reporting a 100 percent passing rate for Albion College students whose applications were approved for certification during the last academic year on all state-required certification tests. During test registration, students must request that their MTTC scores be officially reported to Albion College (Institution Code 02).

**Certification fee.** Michigan Act No. 339 requires that all teacher candidates pay a fee of $160 for the issuance of a certificate. Albion College is not involved in the collection of the fee. Candidates are billed online by the MDE. Albion College can only approve a candidate’s application for certification. The MDE does not authorize certification until the candidate pays the certification fee.

**Student teaching.** Students must sign up for student teaching no later than January 31 of the year preceding the academic year in which they wish to student teach. A brief autobiography, current resume, and application must be completed and presented by this date. A student teacher must make her or his own transportation arrangements for getting to and from the assigned school. If it is not possible to place a student teacher in the Albion area, she or he will be placed as close to Albion as possible (maximum 30 mile radius). Student teaching is a full-time internship. Student teachers are required to successfully petition in order to take other courses, have a job, or participate in an intercollegiate sport or similar activity that would add time extra time intensive responsibilities to—or even interfere with—student teaching.

**Field experiences**. Field experiences accompany every TEP course; and, these are closely connected with academic and professional standards. These begin with learning to observe in classrooms and gradually move toward teaching lessons to small groups and then a whole class. We also encourage students to get involved with programs such as Jessie’s Gift, FLES, and Big Brothers/Big Sisters.

**Step 4: Methods, Data Sources and Instruments**

Data related to **Goal 1** is collected from several different sources: student grades and grade point averages, results of the Michigan Test of Teacher Competencies (MTTC) subject and certification level tests, student teacher and mentor teacher final feedback, and professional portfolios (digital and hard copy).

Data related to **Goal 2** is collected from several different sources: student grades and grade point averages, results of the MTTC subject and certification level tests, student teacher and mentor teacher final feedback, and professional portfolios (digital and hard copy).

Data related to **Goal 3** is collected from several different sources: student teacher and mentor teacher final feedback, professional portfolios (digital and hard copy), portfolio of reflections and program completion rate.

Data related to **Goal 4** is collected from several different sources: student teacher and mentor teacher final feedback, professional portfolios (digital and hard copy), portfolio of reflections, and program completion rate.

Data related to **Goal 5** is collected from several different sources: student teacher and mentor teacher final feedback, professional portfolios (digital and hard copy), portfolio of reflections, and program completion rate.

Data related to **Goal 6** is collected from several different sources: digital professional portfolios, and student teacher and mentor teacher final feedback.

**Step 5: Analysis, Interpretation and Outcomes**

In this section we will analyze and interpret the data for each of the goals listed in section 2 in turn:

**Goal One**

*Graduates of the TEP are grounded in the liberal arts and understand the subject matter they are recommended for certification to teach*.

Graduates acquire their grounding in liberal arts and preparation in their subject matter areas primarily through the classes and experiences they take from other departments. One hundred percent of the students completing the TEP and confirmed as eligible for certification in the 2010/11 academic year had at least a <3.0> GPA in the teaching major, <3.0> GPA in the teaching minor, and a <2.7> cumulative GPA.

One hundred percent of the graduates confirmed as eligible for certification has successfully passed the MTTC subject and certification level tests.

A requirement for completing the TEP is a capstone experience that includes a field experience in which the student teacher must demonstrate her or his understanding of the subject matter she or he may be authorized for certification to teach and grounding in the liberal arts. The field experience is assessed by the student teacher and mentor teacher individually and jointly, facilitated by a field supervisor. All student teachers received satisfactory assessments of the field experience.

Finally, professional portfolios (digital and hard copy) were completed by all student teachers to document the subject matter knowledge they will be authorized for certification to teach and grounding in the liberal arts. Portfolios were assessed by professional educators and Education Department faculty using a consistent rubric. All student teachers’ portfolios provided strong evidence of subject matter knowledge and grounding in the liberal arts.

**Goal Two**

*Graduates of the TEP translate subject matter knowledge into meaningful and relevant learning experiences.*

Graduates of the TEP develop their pedagogical understanding and skill through the professional sequence of classes they take from the Education Department. One hundred percent of the students completing the TEP and confirmed as eligible for certification in the 2010/11 academic year had at least a <3.0> GPA in their professional sequence and a <2.7> cumulative GPA.

One hundred percent of the graduates confirmed as eligible for certification has successfully passed the MTTC subject and certification level tests.

A requirement for completing the TEP is a capstone experience that includes a field experience in which the student teacher must prepare and deliver meaningful and relevant learning experiences. The field experience is assessed by the student teacher and mentor teacher individually and jointly, facilitated by a field supervisor. All student teachers received satisfactory assessments of the field experience.

Finally, professional portfolios (digital and hard copy) were completed by all student teachers to provide evidence of their abilities to design and create effective learning environments as well as assess student learning. Portfolios were assessed by professional educators and Education Department faculty using a consistent rubric. All student teachers’ portfolios provided strong evidence of the ability to translate subject matter knowledge into meaningful and relevant learning experiences.

**Goal Three**

*Graduates of the TEP are thoughtful and caring learner-teachers, respectful of self and others, who seek out, value, and incorporate different viewpoints and positions about learners, learning, teaching and subject matter.*

A requirement for completing the TEP is a capstone experience that includes a field experience in which the student teacher must demonstrate her or his ability to be a thoughtful and caring learner-teacher, respecting self and others, and incorporating different viewpoints. The field experience is assessed by the student teacher and mentor teacher individually and jointly, facilitated by a field supervisor. All student teachers received satisfactory assessments of the field experience.

Professional portfolios (digital and hard copy) were completed by all student teachers to document their responsibilities and relationships to the school, classroom, student and greater community. Portfolios were assessed by professional educators and Education Department faculty using a consistent rubric. All student teachers’ portfolios provided strong evidence of thoughtful and caring learner-teachers, respectful of self and others, who seek out, value, and incorporate different viewpoints and positions about learners, learning, teaching and subject matter.

Additionally, all student teachers participating in the capstone experience successfully completed a seminar requirement that documented their on-going and systematic self-reflection learning to organize and improving teaching as well as develop effective professional relationships.

One hundred percent of the student teachers who enrolled in the capstone experience successfully completed the program.

**Goal Four**

*Graduates of the TEP are ethically grounded deliberators, who are continuously learning through reflective critical thinking.*

A requirement for completing the TEP is a capstone experience that includes a field experience in which the student teacher must demonstrate her or his ability to be ethically grounded and use reflective critical thinking to learn. The field experience is assessed by the student teacher and mentor teacher individually and jointly, facilitated by a field supervisor. All student teachers received satisfactory assessments of the field experience.

Professional portfolios (digital and hard copy) were completed by all student teachers to document their abilities to uphold the professional code of ethics, analyze the effects of their decisions and actions upon others, and engage in meaningful self-evaluation. Portfolios were assessed by professional educators and Education Department faculty using a consistent rubric. All student teachers’ portfolios provided strong evidence of becoming ethically grounded deliberators, who are continuously learning through reflective critical thinking.

Additionally, all student teachers participating in the capstone experience successfully completed a seminar requirement that documented their on-going and systematic self-reflection to be ethically grounded deliberators, who use reflective critical thinking to learn.

One hundred percent of the student teachers who enrolled in the capstone experience successfully completed the program.

 **Goal Five**

*Graduates of the TEP are child and youth advocates working for a more fair, equitable and democratic society.*

A requirement for completing the TEP is a capstone experience that includes a field experience in which the student teacher must demonstrate her or his ability to model fairness and a sense of equity toward all individuals as well as provide educational experiences that encourage students to develop a vision of a more fair, equitable and democratic society. The field experience is assessed by the student teacher and mentor teacher individually and jointly, facilitated by a field supervisor. All student teachers received satisfactory assessments of the field experience.

Professional portfolios (digital and hard copy) were completed by all student teachers to document their abilities to synthesize a teacher’s role in a changing society, design learning activities for students that involve volunteer, civic, and social groups, and include service learning throughout the curriculum. Portfolios were assessed by professional educators and Education Department faculty using a consistent rubric. All student teachers’ portfolios provided strong evidence of becoming child and youth advocates working for a more fair, equitable and democratic society.

Additionally, all student teachers participating in the capstone experience successfully completed a seminar requirement that documented their on-going and systematic self-reflection to be child and youth advocates working for a more fair, equitable and democratic society.

One hundred percent of the student teachers who enrolled in the capstone experience successfully completed the program.

**Goal Six**

*Graduates of the TEP understand issues related to technology and society and can use technological tools with pedagogical practices to: enhance communication and personal/professional productivity in order to implement curriculum, differentiate instruction, and assess learning.*

A requirement for completing the TEP is a capstone experience that includes a field experience in which the student teacher must demonstrate her or his understanding and ability to use technological operations and concepts. The field experience is assessed by the student teacher and mentor teacher individually and jointly, facilitated by a field supervisor. All student teachers received satisfactory assessments of the field experience.

Professional portfolios (digital and hard copy) were completed by all student teachers to document (1) their understanding of the equity, ethical, legal, social, physical, and psychological issues of using technology in K-12 education and (2) the ability to plan design and evaluate effective technological learning experiences. Portfolios were assessed by professional educators and Education Department faculty using a consistent rubric. All student teachers’ portfolios provided strong evidence of understanding issues related to technology and society and using technological tools with pedagogical practices to: enhance communication and personal/professional productivity in order to implement curriculum, differentiate instruction, and assess learning.

Additionally, all student teachers participating in the capstone experience successfully completed a seminar requirement that documented their on-going and systematic self-reflection to understand issues related to technology and society and use technological tools with pedagogical practices to: enhance communication and personal/professional productivity in order to implement curriculum, differentiate instruction, and assess learning.

**Step 6: Basis for Decision-making, Strategic Planning, etc.**

Analysis of cumulative GPAs, teaching major GPAs, teaching minor GPAs, professional sequence GPAs, capstone experience field work (student teacher and mentor teacher feedback), professional portfolios, portfolios of reflection, and program completion rates all indicate that the TEP successfully achieving the goals and objectives relevant to the program’s mission. In other words, the TEP is achieving *what* it sets out to achieve.

At the end of both fall and spring semesters faculty and staff of the Education Department participate in a program assessment meeting. The data discussed above are reviewed. If the results are questionable or unacceptable, or if there are unique issues or problems related to particular situations or structures, these are discussed and action plans for improvement are determined.

However, the Education Department is not satisfied simply with knowing that it achieved *what* it intended. At the end-of-semester program assessment meetings, department members also review information about *how* those results were achieved and look for improvement in the processes used. To this end, (1) students who complete the TEP respond to a MDE administered exit survey, (2) field supervisors respond to a MDE administered survey, and (3) mentor teachers’ comments are solicited. All this information is analyzed in terms of program execution and student learning goals. Data displays are prepared and included for review and discussion the end-of-semester program assessment meeting.

At the end-of-semester program assessment meetings for 2010/2011 academic year the following outcomes were found:

Strengths

* Faculty—knowledgeable and experienced as well as caring, dedicated, and supportive
* Courses—open discussions, reflection, learning opportunities
* Wholeness and coherence of the program
* Field placements & Boundary Crossings provide classroom experiences for teaching and learning
* Program encourages personal growth through critical engagement
* Students have detailed knowledge and in-depth understanding of their content area and associated pedagogical techniques
* Students finishing the program feel prepared and confident to become a classroom teacher and continue their professional development

Next Steps

* Revise 200 level courses and expand course offerings
* Improve integration/connections with other departments

More detail is available if desired.

For the “Next Steps” action items were created and assigned. These action items are tracked through weekly departmental meetings.