



## DEPARTMENTAL PLAN FOR ASSESSMENT OF STUDENT LEARNING 2008-2009 ACADEMIC YEAR

**Department:** University Children's Center

**Program:** University Childcare Services: Early Childhood Education training site for University Students. Several Early Childhood Education majors complete their student teaching experience at the Center by becoming part of the Center's Staff for an entire semester.

### **Mission Statement:**

The University Children's Center works on multiple, intersecting levels: to provide quality, educational childcare in keeping with the best practices in the field of Early Childhood Development; to provide interactive, experiential learning opportunities for UND students; to provide a research site that will increase national knowledge about families and young children, to contribute to a vibrant campus climate by supporting cultural diversity, by offering a summer program that brings school-age children to the UND campus and by supporting the recruitment and retention of faculty members, students and international scholars.

**Goal:** To provide quality child care in an educational environment and to provide education support to student teachers with an environment in which they can acquire learning experiences in the field of Early Childhood Education.

**Background Information:** The University Children's Center (UCC) has a unique place within the University's organizational structure, with the Director reporting to individuals from two different units on campus. The Director of the Children's Center reports to the Director of Residence Services regarding financial and operational aspects of the Center. UCC receives Information Technology (IT) and food services support, space/facility management supervision, and financial oversight from the Residence Services department. The UCC Director holds a special faculty appointment in the College of Education and Human Development as Program Director/Instructor. She is supervised by the chair of the Teaching and Learning Department. The academic supervision of student teachers assigned to UCC is the responsibility of the Teaching and Learning Department and the UCC Director. As a result of this close connection to the Department of Teaching and Learning, the UCC assessment plan is very much aligned with the T&L plan.

### UCC Student Teacher Defined:

A UCC student teacher is a teacher candidate in the Teaching and Learning department who is a developing professional on a journey using inquiry, experience and reflection to continually

grow as a learner, an active agent of learning, and an articulate visionary. A UCC student teacher possesses knowledge, skills, and dispositions to work in Pre-K through third grade settings.

Knowledge, Skills and Dispositions Defined:

- Candidates possess a stance towards on-going learning which continually advances their professional knowledge, skills, and dispositions
- Candidates are knowledgeable about human learning, development, and individualized needs
- Candidates possess the background knowledge and commitment to create effective learning environments for all learners
- Candidates apply their professional knowledge, skills and dispositions to plan and prepare, and implement effective lessons and assess student learning
- Candidates are effective communicators
- Candidates are reflective thinkers
- Candidates envision serving as advocates for students and the profession

Teacher Candidates Change Over Time:

The student teacher can independently use inquiry, experience, and reflection to continue acquiring the requisite knowledge, skills and dispositions to be an active agent of learning, a lifelong learner, and an articulate visionary.

Role of the Conceptual Framework in the TL Undergraduate Assessment Plan and Student Teaching:

The assessment plan for the undergraduate programs in the Department of Teaching & Learning stems from the Conceptual Framework of Teacher Education at the University of North Dakota. It is the organizing element for our data collection, interpretation, and program changes. The University Children's ascribes to the principles expressed in the Conceptual Framework developed by the Department of Teaching & Learning. In essence the Conceptual Framework views teachers as learners, agents of learning, and visionaries.

- Teacher as Learner: Student teachers are committed to the continuing process of learning with an emphasis on learning to teach.
- Teacher as Active Agent of Learning: Student teachers take an active role in promoting the learning of all students. They embrace diversity and support pluralistic view. Additionally, they examine the role of technology and apply it effectively in their classrooms to enhance learning and advance the teaching process.
- Teacher as Articulate Visionary: Student teachers can envision alternative solutions to the challenges posed in the pre-k setting at the University Children's Center.

Role of the INTASC Standards in the TL Undergraduate Assessment Plan: The Master Rubric designed by the Department of Teaching and Learning articulates the program standards of the department. The INTASC Standards served as the content base for our program standards. The INTASC Standards are widely used in education programs (and NCATE accredited programs) as the basis for articulating what teachers need to know and be able to do to be effective in P-12 settings. They articulate the knowledge, skills, and dispositions that teachers need to develop and embrace.

## **Overview of the Undergraduate Assessment Plan: Assessing UND Teacher Candidates & Undergraduate Licensure Programs**

### **Student Learning Goals & Objectives**

What are our program's goals and objectives? What will students be able to think, know, do or feel because of a given educational experience?

#### Teacher candidates:

possess the knowledge, skills and dispositions to work effectively in P-12 schools; use inquiry, experience and reflection to continually grow as a learner, an active agent of learning, and an articulate visionary.

### **Educational Experiences**

How will the goals and objectives be met? What program experiences (courses, seminars, research, etc.) help students achieve the desired outcomes? Program application, course work, field experiences in diverse settings, portfolio development and review, and student teaching combine to prepare teacher candidates to become effective professionals.

Critical Tasks: Embedded in program experiences are Critical Tasks. These tasks have been identified by faculty, across program areas. These tasks embody the knowledge, skills and dispositions that teacher candidates must develop in order to perform as effective teachers in P-12 schools. Further, the tasks engage teacher candidates in using the tools of learning: inquiry, experience, and reflection. Examples of Critical Tasks include: lesson planning, teaching and assessing, case and child studies, statements of personal histories, and teaching-related statements of "beliefs" and practices (i.e., philosophy of teaching statements). All students enrolled in T&L 333 Methods and Materials Pre- Kindergarten complete field experiences at UCC. Part of that Field Experience includes writing a lesson plan and carrying that plan out with a group of children.

### **Assessment Methods**

What assessment methods will we use to collect data about what our students have learned? What are our criteria for success? How will we know the objectives have been met? What level of performance meets each objective? How will we interpret and evaluate the data?

Standards-Based Rubrics: Assessment data are collected from Critical Tasks embedded in course work and identified by department faculty in all program areas. For each Critical Task, achievement is measured using standards-based rubrics. A rubric for each Critical Task is developed from the TL Master Rubric (which originates and is adapted from the INTASC standards). The TL Master Rubric is comprised of 23 standards and organized into three categories: **Teacher as Learner (TaL—standards 1-7)**; **Teacher as Active Agent of Learning (TAAL—standards 8-19)**; and **Teacher as Articulate Visionary (TAV—standards 20-23)**. These standards embody the knowledge, skills, and dispositions identified in the professional literature that are required of teacher candidates to perform effectively in P-12 schools. The lesson plan developed by students in the Methods and Materials course is evaluated by the course instructor (UCC director) using the T&L master rubric.

Achievement: On the rubric, three levels of achievement are specified for each of the 23 standards: Does not meet Expectations (1 point); Fulfills Expectations (2 points); Exceeds

Expectations (3 points). Fulfills Expectations is the target level of achievement. Exceeds Expectations is reserved for an achievement that is highly exceptional—a “walk on water” level of achievement. On the TL Master Rubric, the descriptors for each level of achievement are derived from a central bank of descriptors. These achievement descriptors on the Master Rubric are also used for each rubric for the various Critical Tasks. Collectively and individually, teacher candidates are expected to achieve “Fulfills Expectations” on 90% of the standards on each Critical Task.

### **Timeline**

When will we collect data? How often?

Data on the lesson plan (critical task) is collected each fall and summer when the course is taught.

### **Responsibilities**

Who will be responsible for collecting, interpreting and reporting the results?

Course instructors are responsible for using the Critical Task rubrics to score the various tasks associated with their courses. The Critical Tasks are submitted by teacher candidates to instructors via Livetext—an Internet-based course tool with server space. The rubrics for the Critical Tasks are posted on Livetext and instructors access that tool to enter data on each teacher candidate’s program level achievement. Livetext has the capability of aggregating and disaggregating achievement information. The data on achievement are monitored by the Director of Teacher Education and is then submitted to the Undergraduate Assessment Committee in the Department of Teaching & Learning. That committee interprets the results, develops recommendations, and reports to the departmental faculty. The UCC director teaches T&L 333 and is responsible for assessing the lesson plan in that course that is one of the critical, and currently serves on the T&L Undergraduate Assessment Committee in the department of Teaching and Learning. Similarly, teachers at UCC who supervise student teachers, complete observation forms (on Livetext) on each student teacher’s performance in the mid and final stages of their student teaching experience.

### **Use of Results and Process**

#### **For Documentation & Decision-Making**

How will the results of assessment be used? Who needs to know the results? How can we convince them that the goals and objectives have been met? How can we improve our program and assessment process?

Based on the data and committee recommendations, the faculty determines what program changes are to occur. Changes can occur at any time, but every spring, a formal assessment meeting which is attended by all undergraduate faculty, is a forum to determine program changes.

**INTASC STANDARDS ASSOCIATED WITH  
DEPARTMENT OF TEACHING & LEARNING STANDARDS FOR  
UNDERGRADUATE LICENSURE PROGRAMS**

**TaL (Teacher as Learner)**

**TAAL (Teacher as Active Agent of Learning)**

**TAV (Teacher as Articulate Visionary)**

**INTASC**

**PRINCIPLES**

**PROGRAM STANDARDS**

**INTASC-1**

**TaL**

**1.1, 1.2, 1.3**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**1.1 TaL: Teacher candidate possesses content knowledge.**

**1.2 TaL: Teacher candidate uses tools of inquiry to develop content knowledge.**

**1.3 TaL: Teacher candidate selects content to encourage diverse perspectives.**

**INTASC-2**

**Tal 2.1**

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**2.1 TaL: Teacher candidate possesses knowledge of developmental characteristics of learners.**

**INTASC-3**

**TaL 3.1**

**TAAL 3.2**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**3.1 TaL: Teacher candidate possesses expectations for learning and achievement.**

**3.2 TAAL: Teacher candidate plans and adapts instruction for individual needs.**

**INTASC-4**

**TAAL 4.1**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**4.1 TAAL: Teacher candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation, and responsiveness to the needs of the learner.**

**INTASC-5**

**TAAL**

**5.1, 5.2, 5.3**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**5.1 TAAL: Teacher candidate maintains a positive learning environment that promotes a culture of learning.**

**5.2 TAAL: Teacher candidate establishes behavior standards that are fair and respectful.**

**5.3 TAAL: Teacher candidate monitors climate for learning (e.g., responsive to student behavior).**

## **INTASC-6**

### **TaL 6.1**

#### **TAAL**

**6.2, 6.3, 6.4, 6.5**

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**6.1 TaL: Teacher candidate's oral and written language is effective.**

**6.2 TAAL: Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).**

**6.3 TAAL: Teacher candidate uses media and technology as effective learning and communication tools.**

**6.4 TAAL: Teacher candidate communicates expectations.**

#### **TAV 6.6**

**6.5 TAAL: Teacher candidate's communication fosters active inquiry and participation among learners.**

**6.6 TAV: Teacher Candidates communication skills facilitate partnerships with students, families and colleagues.**

## **INTASC-7**

#### **TAAL**

**7.1, 7.2**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**7.1 TAAL: Teacher candidate plans for a range of materials and resources to enhance all student learning experiences.**

**7.2 TAAL: Teacher candidate plans content rich learning opportunities aligned with curriculum standards.**

## **INTASC-8**

### **TaL 8.1**

#### **TAAL**

**8.2, 8.3, 8.4**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**8.1 TaL: Teacher candidate possesses knowledge of tools for assessment.**

**8.2 TAAL: Teacher candidate uses assessment to affect planning for instruction.**

**8.3 TAAL: Teacher candidate provides feedback to learners.**

**8.4 TAAL: Teacher candidate documents and monitors assessment results.**

## **INTASC-9**

#### **TAV**

**9.1, 9.2**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

**9.1 TAV: Teacher candidate evidences a reflective stance towards teaching and learning.**

**9.2 TAV: Teacher candidate accepts opinions and support to improve instruction and also for on-going learning opportunities.**

## **INTASC-10**

#### **TAV 10.1**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**10.1 TAV: Teacher candidate fosters relationships with school colleagues parents and agencies in the larger community to support students' learning and well being.**