Academic Assessment Report – 2014-2015 Calendar Year

Evidence collected in fall 2014-spring 2015

***Please email your completed form to assessment@unlv.edu (Academic Assessment/UNLV)

Program Information:

<table>
<thead>
<tr>
<th>Program</th>
<th>Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department(s)</td>
<td>Teaching and Learning</td>
</tr>
<tr>
<td>College</td>
<td>Education</td>
</tr>
<tr>
<td>Program Assessment Coordinator</td>
<td>Shaoan Zhang and Micah Stohlmann</td>
</tr>
</tbody>
</table>

Report submitted by (include phone/email) Shaoan Zhang, 895-5084, shaoan.zhang@unlv.edu

Date Submitted December 2, 2015

1. Program Level Student Learning Objectives (SLOs)
- Please provide a numbered list

The undergraduate secondary teacher education program in the Department of Teaching and Learning adheres to the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, various Scholarly Professional Association (SPA) standards, and accreditation unit standards. These principles and standards underscore all programmatic and curricular decisions in the secondary teacher education program and are summarized in the following learning outcomes articulated by the INTASC standards.

The Learner, Learning and Learning Environment

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 Knowledge

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 these aspects of 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.

2. Which learning outcomes were assessed? How were they assessed?

The chart below displays student learning objectives and how and when they will be assessed. More detail is provided in appendix A.

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>Learning objectives(s) assessed (list by #)</th>
<th>Person responsible for instrument &amp; data collection</th>
<th>When and where will data be collected</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
</table>

12/2015 Office of the Vice Provost for Academic Affairs 2
<table>
<thead>
<tr>
<th>Category</th>
<th>Level</th>
<th>Responsible Party</th>
<th>Details</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPST Scores &amp; GPA</td>
<td>4</td>
<td>Student Advising, Secondary Program Faculty</td>
<td>PPST passing scores required before assignment to practicum; 2.75 minimum GPA required for admission; application essay to be scored by secondary program faculty with rubric</td>
<td>PPST passing scores; 2.75 minimum GPA; passing score on written essay</td>
</tr>
<tr>
<td>Field Experience Performance Evaluations</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Site Facilitators, Mentor Teachers, Director of Field Experiences</td>
<td>EDSC311, EDSC313, EDSC481A; midterm and final evaluation submitted online to Office of Field Experience</td>
<td>Students achieve rating of acceptable on every dimension of evaluation form</td>
</tr>
<tr>
<td>Analysis of Content Standards and Practice (ACSP)</td>
<td>1, 2, 3, 4, 5, 6, 8</td>
<td>Site Facilitators, Director of Field Experiences</td>
<td>EDSC311, EDSC313, EDSC481A; submitted at end of each field experience</td>
<td>Students achieve rating of acceptable on every dimension of rubric.</td>
</tr>
<tr>
<td>Subject Area Methods Course Assessments</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Faculty teaching methods courses</td>
<td>EDSC 463, 311, 313, 481A (Science), EDSC433 (English), EDSC453 (Math), EDSC473 (Social Studies)</td>
<td>Students achieve rating of acceptable on every dimension of rubric.</td>
</tr>
<tr>
<td>E-Portfolio</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
<td>Secondary Program Faculty, Director of Field Experience</td>
<td>EDSC481A</td>
<td>Students achieve rating of acceptable on every dimension of rubric.</td>
</tr>
<tr>
<td>Secondary Exit Survey (still in pilot stage)</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Director of Field Experience</td>
<td>EDSC481A</td>
<td>Students name specific courses and experiences that have enhanced their learning in the secondary education program and suggest improvements to the program.</td>
</tr>
</tbody>
</table>
### 3. SLOs/UULOs (UNDERGRADUATE PROGRAMS ONLY- graduate programs may delete this section)

<table>
<thead>
<tr>
<th>UNLV UULOs</th>
<th>List the number (assigned in section 2) of the Student learning objective(s) aligned to each UULO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Breadth and Lifelong Learning</td>
<td>4,5,9,10</td>
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<tr>
<td>Inquiry and Critical Thinking</td>
<td>3,4,5, 6,7,8,9</td>
</tr>
<tr>
<td>Communication</td>
<td>3,4,5, 6,7,8,9,10</td>
</tr>
<tr>
<td>Global/Multicultural Knowledge and Awareness</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Citizenship and Ethics</td>
<td>9,10</td>
</tr>
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</table>
4. What was learned from the assessment results?

Results of the Field Experience evaluations for EDSC311 (Practicum I), EDSC 313/CIS602 (Practicum 2), and EDSC 481A (Student Teaching) indicate that outcomes are at or above expected candidate performance (2+ Acceptable). Candidate performance in each field experience as measured on a 3-point scale is consistently in the upper range of performance at an acceptable level and approaching the exemplary level. Evaluations show each undergraduate cohort performing similarly. The ARL (Alternative Route to Licensure) cohort 2 did better than the first ARL cohort. The first ARL cohort did not do as well in student teaching for the dimensions discipline and classroom management. The small sample size of cohort 1 does not make this of any immediate concern. Also, since ARL cohort 2 did much better it appears to have been addressed. Due to the small number of ARL cohorts, there was not analysis of differences between ARL cohorts and undergraduate cohorts. Transition point assessments were conducted in EDSC 463, EDSC311, 481A (Science), EDSC433 (English), EDSC453 (Math), EDSC463, and EDSC 473 (Social Studies). Appendix C includes individual reports from English education faculty, math education faculty, science education faculty, and social studies faculty. Overall, results suggest that 1) faculty paid sufficient attention to the transition point assessments; 2) students are performing adequately in the subject area assessments and 3) subject area faculty are meeting regularly to discuss results of assessments. For culminating experience, secondary teacher education candidates piloted the benchmark UULO assessment described in Appendix D in Spring 2014 and performed well. E-Portfolios have become an expected part of the secondary teacher education program. Portfolios are compiled at the end of the student teaching period and are evaluated by the site facilitators. Exemplary portfolios were identified at each school site and students presented their portfolios to secondary program faculty, site facilitators, and other interested observers in an end-of-semester exhibition.
5. How did the program respond to what was learned?

Secondary education faculty used the learning outcome results to examine the courses, field experiences, and the alignment of the two. Instructors used the results to improve their teaching each semester (see Appendix C); secondary program committee members used the results to examine students’ learning through the alignment of university courses and school field experiences. The secondary faculty regularly discusses any average score on the field experience instrument that approaches 2.5. Lower scores in the first field placement (Practicum 1) are to be expected. As is usually the case, the students reported on here tended to have lower scores in the area of classroom management/learning environment. For both undergraduate and the ARL 2 cohort, by the end of student teaching, no score was lower than 2.50.

5.1 Explanation of Changes
Secondary Education program committee developed a three-year assessment plan, which includes related goals, anticipated outcomes, standards, courses, and assessment assignments. The outcomes of assessment (2014-2015) for field experience performance evaluations and content methods courses were similar with previous year (2013) so there was no change to curricular and/or pedagogical changes. However, in 2014-2015, three things were included: Mile Stone Experiences and Culminating Experiences aligned with UULOs. As a result, EDSC311 Practicum 1 was assessed and the E-portfolio assignments were developed.

5.2 Shared Responsibility in the Department
The faculty in the department reviewed the results through the following process: 1) secondary education committee co-chairs drafted the results and shared it with the committee members; and 2) the secondary education committee members lead the discussion of the results among the content group. With the suggestions based on the results and analysis, the co-chairs revised the final results. Therefore, the assessment is a shared responsibility in the department through the rotation among faculty.

5.4 Acting on the Results
Secondary faculty committee members have the responsibility to act on the results. Involved committee members communicated with the content committee to be sure that instructors who teach the courses understand the significance of program design, implementation and assessment. Thus instructors have responsibility to implement the assessment through teaching; they also take responsibility to ensure that the data for assessment be collected and analyzed appropriately and in a timely manner (at the end of spring semester). The secondary committee as a group supports secondary instructors for improvement when and if there is concern in the results.
1.1 Field Experience Performance Evaluations

These evaluations are completed by university personnel who observe students in the classroom and by the experienced teachers who work with the students. The observation form used to evaluate students in Practicum 1, Practicum 2, and Student Teaching appears as Appendix A. The form uses a 3-point scale that is aligned with the rating system used by the Council for the Accreditation of Educational Programs (CAEP), formerly National Council for Accreditation of Teacher Education (NCATE). The points are 3 (Target—defined as exceptional performance); 2 (Acceptable – what is expected of performance/proficiency/meets standard); and 1 (Unacceptable). The indicators on the form are reported out in 4 major groups correlated with the INTASC standards, which form the basis for our assessment plan: LLLE (Learner, Learning, and Learning Environment), IPCK (Instructional Practice and Content Knowledge), IPP (Instructional Practice and Planning), and PR (Professional Responsibility).

In this report, we have analyzed the data for cohort groups. Table 1 shows cohorts of students as they progressed through their secondary teacher education program for the academic year 2013-2015 through Practicum 1, Practicum II, and Student Teaching. Cohort I includes 20-23 students who completed Practicum 1 in Fall 2013, Practicum 2 in Spring 2014, and Student Teaching in Fall 2014; Cohort II includes 15-18 students who completed Practicum 1 in Spring 2014, Practicum 2 in Fall 2014, and Student Teaching in Spring 2015. ARL Cohorts are those students who were getting their initial licensure through an Alternative Route to Licensure (ARL) program. ARL Cohort I includes 4 students who completed Practicum 1 in Spring 2014, Practicum 2 in Fall 2014, and Student Teaching in Spring 2015. ARL Cohort II includes 6-8 students who completed Practicum 1 in Spring 2014, Practicum 2 in Fall 2014, and Student Teaching in Spring 2015. ARL cohorts differ from undergraduate cohorts in that ARL cohorts are required to complete one practicum while undergraduate cohorts are required to complete two practicums.

Four sets of graphs in 15 figures depict the students’ progressive performance in four domains built on IntASC standards: LLLE (Learner, Learning, and Learning Environment), IPCK (Instructional Practice and Content Knowledge), IPP (Instructional Practice and Planning), and PR (Professional Responsibility) through students’ evaluation surveys administered by the UNLV site facilitators and school mentors. Figure 1-4 shows Cohort I students’ performance; Figure 5-8, Cohort II students’ performance; Figure 9-12, ARL Cohort I students’ performance; and Figure 13-16, ARL Cohort II students’ performance. It is important to note that the graphs are compiled from individual evaluations. A single student receives at least two evaluations for each field experience and sometimes more. Table 1 shows the number of evaluations and the number of students for each Cohort group.

Table 2 shows each cohort’s average scores of four domains in EDSC311 (Practicum I), EDSC 313 (Practicum 2), and EDSC 481A (Student Teaching). The results indicate that outcomes are at or above expected candidate performance (2+ Acceptable). Candidate performance in each field experience as measured on a 3-point scale is consistently in the upper range of performance at an acceptable level and approaching the exemplary level. The findings show that students of all cohorts achieved high mean scores in PR, IPP, and LLLE but the mean scores for IPCK are relatively lower than the three domains.

Evaluations in Table 2 show each of two undergraduate cohorts performing similarly. Further, evaluations show that students tend to improve over the course of field experience and demonstrate the best performance during student teaching except the domain of (Professional Responsibility) PR; though PR scores are all still above 2.83 for student teaching.

Table 3 shows the items of lower mean scores in each domain. These items include: Items 3 & 5 in LLLE (classroom management and proactive discipline), Items 7 & 8 in IPCK (effective pacing and smooth transitions), and Items 1 & 4 in IPP (goals objectives written and differentiated instruction). These can be points of emphasis that mentor teachers work on with the students. Since students have a class on classroom management, EDSC408/CIS
604 there is already a focus on LLLE 3 and 5. The students are new to teaching so it is expected that these scores might be slightly lower. EDSC 323/CIS603 will focus more on students’ ability to write explicit objectives.

1.2 Analysis of Content Standards and Practice (ACSP) & Assessment of UULOs
The university Office of Academic Assessment states that degree requirements for all programs must include a Milestone Experience and Culminating Experience to assess the University Undergraduate Learning Outcomes (UULO). In addition, all programs are required to assess at least one UULO per year. The undergraduate Secondary Teacher Education Program assesses or plans to assess UULOs as follows. Appendix D shows the Overview of 3 Year Assessment Plan, which displays how we plan to assess the UULOs. In spring 2015 the Milestone Experience for the Secondary Education program was implemented. Students enrolled in their Practicum 1 to address UULOs 2 and 3 through the Analysis of Content Standards and Practice (ACSP) and the Weekly Reflective Journaling process. Secondary students addressed UULO #2 Inquiry and Critical Thinking with the Analysis of Content Standards and Practice (ACSP). Of the 22 candidates, 18 students achieved a “target” grade, 2 students achieved an “acceptable” grade and 2 students achieved an “Unacceptable” grade. As a result, 91% students achieved the level of “Acceptable”. The results indicate that students are meeting UOLO #2 at an acceptable level.

Secondary students also addressed UULO 3 Communication with three foci with the Weekly Reflective Journal: 1) a place where students begin negotiating their teacher identity, in many ways learning to communicate like a teacher, 2) a place where students develop communication skills within their specialized subject areas and with grade level cohorts, and 3) a place where students begin to develop the reflective skills of a strong teacher, grappling with critique and feedback and understanding the assessment and planning process. The instructor of EDSC 323 Teaching and Learning in the Secondary Classroom syllabus (a corequisite course to EDSC 311) reported that students participated in organized weekly online discussion through which students developed their skills of verbal communication.

1.3 Subject Area Methods Course Assessments and Transition Point Assessment
Transition point assessments were conducted with content methods courses such as EDSC433 (English), EDSC453 (Math), EDSC 463 (Science), and EDSC473 (Social Studies). Appendix C includes individual reports from each content methods course instructor and/or the secondary committee members who represent their content committee. Table 4 shows the results of the evaluations of these courses. Overall, results suggest that students are performing adequately in the four subject area assessments and all the assessment reports include content standards and the alignment of the standards with the assignments. The data did not differentiate ARL cohorts and secondary undergraduate students; in the 2015-2016 report, the evaluations for two cohorts will be reported separately.

EDU214S is a course of educational technology for secondary candidates. The instructor, Dr. Karen Grove, was assigned to develop assignments that measure students’ educational technology competence. The assessment will be conducted in spring 2016 and the data will be reported in the 2015-2016 assessment report.

All students enrolled in the Secondary Teacher Education Program are required to take EDU280, Valuing Diversity. This course, which can also be used to fulfill the university’s general education requirement for diversity, provides the ideal location for assessing UULO #4. The Secondary Teacher Education Program Faculty Chair is working with the EDU280 coordinator, Dr. Christine Clark, to develop a plan for assessing UULO #4 in EDU280. According to the 3-year assessment plan, in the assessment report of 2015-2016, the rubric for assessing Valuing Diversity via EDU280 is approved in fall 2015.
1.4 Culminating Experience: E-portfolio

E-Portfolios have become an expected part of the secondary teacher education program. Portfolios are compiled at the end of the student teaching period and are evaluated by the site facilitators. Exemplary portfolios are identified at each school site and students present their portfolios to secondary program faculty and other interested observers in an end-of-semester exhibition. Every student completing the Secondary Teacher Education program compiles an e-portfolio as a culminating experience. It is a tool for students’ learning and reflection that documents candidates’ performance in the teacher education program. Students choose artifacts and write reflective notes describing how the artifacts in the portfolio illustrate their mastery of the SLOs. The portfolio also includes a reflective introduction, a philosophy of teaching, and a reflective conclusion. Site Facilitators evaluate each portfolio at the student teaching site. A purposeful sample is then chosen for presentation to program faculty who use a rubric linked to the SLOs to score the portfolios. The program faculty is considering how to adapt the portfolio scoring process and rubric as a tool to assess UULO #1: Intellectual Breadth and Lifelong Learning and eventually perhaps UULO #5: Citizenship and Ethics.

Due to the fact that undergraduate and ARL students were not differentiated, the data was not analyzed. The e-portfolio assessment will use e-portfolio presentations and e-portfolio surveys to evaluate candidates’ performance in 2015-2016. The assessment report will differentiate ARL candidates and undergraduate candidates.

1.5 Culminating Experience: Secondary Exit Survey

The Secondary Exit Survey explores ways the balance between theory and practice, with an emphasis on good practices, was presented and maintained through the course work and the field experiences in the program. It is further used to gauge students’ satisfaction with the Secondary Teacher Education Program and to elicit their suggestions for improvement. Students complete the survey in Qualtrics, an online survey software application that collects the data and generates reports.

Due to the fact that undergraduate and ARL students were not differentiated, the data was not analyzed. The 2015-2016 assessment report will include the evaluations through the Secondary Exit Survey. The assessment report will differentiate ARL candidates and undergraduate candidates.

1.6 Data Sources, Data Collection, and Data Analysis

The instructors analyzed the assessment data and provided a report in fall 2015. Table 5 shows the faculty who did the data collection and data analysis.

1.7 Assessment Report

The Secondary Program coordinators, Shaoan Zhang and Micah Stohlmann completed the initial report and shared the report at the Secondary Committee meeting on November 4. It was approved at the December 2nd meeting and then reported to the department chair, Dr. Emily Lin and the COE assessment director, Dr. Lindsay Diamond, who will finally submit the report to the UNLV Academic Assessment Committee.
Table 1 Cohorts, Participants, and Field Experience

<table>
<thead>
<tr>
<th></th>
<th>Practicum 1</th>
<th>Practicum 2</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort I</td>
<td>Fall 2013</td>
<td>Spring 2014</td>
<td>Fall 2014</td>
</tr>
<tr>
<td></td>
<td>70 evals</td>
<td>58 evals</td>
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<tr>
<td></td>
<td>23 students</td>
<td>20 students</td>
<td>21 students</td>
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<tr>
<td>ARL</td>
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<td>Cohort I</td>
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<tr>
<td></td>
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<td>7 evals</td>
<td>9 evals</td>
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<tr>
<td></td>
<td></td>
<td>4 students</td>
<td>4 students</td>
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<tr>
<td>Cohort II</td>
<td>Spring 2014</td>
<td>Fall 2014</td>
<td>Spring 2015</td>
</tr>
<tr>
<td></td>
<td>44 evals</td>
<td>42 evals</td>
<td>38 evals</td>
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<td></td>
<td>15 students</td>
<td>18 students</td>
<td>18 students</td>
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<td>ARL</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cohort II</td>
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<td>17 evals</td>
<td>13 evals</td>
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<td></td>
<td></td>
<td>8 students</td>
<td>6 students</td>
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</table>

Table 2 Means of Cohorts’ Performance of Four Domains in P1, P2 and Student Teaching

<table>
<thead>
<tr>
<th></th>
<th>Cohort I (n=20-23)</th>
<th>Cohort II (n=15-18)</th>
<th>ARL Cohort I (n=4)</th>
<th>ARL Cohort II (n=6-8)</th>
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<tbody>
<tr>
<td>LLLE (Learner, Learning, and Learning Environment)</td>
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<td></td>
<td></td>
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<tr>
<td>P1</td>
<td>2.79</td>
<td>2.68</td>
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<td>P2</td>
<td>2.80</td>
<td>2.47</td>
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<td>Student Teaching</td>
<td>2.82</td>
<td>2.72</td>
<td>2.47</td>
<td>2.75</td>
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<td>IPCK (Instructional Practice and Content Knowledge)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td>2.54</td>
<td>2.71</td>
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<tr>
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<td>2.78</td>
<td>2.70</td>
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<td>2.64</td>
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<td>Student Teaching</td>
<td>2.77</td>
<td>2.77</td>
<td>2.59</td>
<td>2.78</td>
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<tr>
<td>IPP (Instructional Practice and Planning)</td>
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<tr>
<td>P1</td>
<td>2.83</td>
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<td>2.78</td>
<td>2.76</td>
<td>2.93</td>
<td>2.68</td>
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<tr>
<td>Student Teaching</td>
<td>2.80</td>
<td>2.79</td>
<td>2.57</td>
<td>2.90</td>
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<tr>
<td>PR (Professional Responsibility)</td>
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<td></td>
</tr>
<tr>
<td>P1</td>
<td>2.95</td>
<td>2.91</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>P2</td>
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<td>2.92</td>
<td>3</td>
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<tr>
<td>Student Teaching</td>
<td>2.92</td>
<td>2.89</td>
<td>2.83</td>
<td>2.94</td>
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</table>

1=unacceptable; 2 = acceptable; 3 = target

Table 3 Items of Lower Mean Scores

<table>
<thead>
<tr>
<th></th>
<th>Cohort 1</th>
<th>Cohort 2</th>
<th>ARL Cohort I</th>
<th>ARL Cohort II</th>
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<tbody>
<tr>
<td>LLLE</td>
<td>LLLE 3 &amp; 5</td>
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<td>LLLE 3 &amp; 5</td>
<td>LLLE 3, 5 &amp; 6</td>
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<tr>
<td>IPCK</td>
<td>IPCK 7&amp;8</td>
<td>IPCK 3,7&amp;8</td>
<td>IPCK 4 &amp; 6</td>
<td>IPCK 3,7&amp;8</td>
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<tr>
<td>IPP</td>
<td>IPP 1&amp;4</td>
<td>IPP 1&amp;4</td>
<td>IPP 5</td>
<td>IPP 4 &amp; 5</td>
</tr>
<tr>
<td>PR</td>
<td>PR 3</td>
<td>PR 2</td>
<td>PR 4 &amp; 9</td>
<td>PR 2</td>
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### Table 4 Content Methods Course Assessment

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>Students #</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>F14  S15</td>
<td></td>
<td>F14  S15</td>
<td>F14  S15</td>
</tr>
<tr>
<td>EDSC433/ CIS533</td>
<td>Kymberly Martin</td>
<td>9  21</td>
<td>N=15</td>
<td>N=9  70%</td>
<td>N=6  30%</td>
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<tr>
<td>EDSC453/ CIS553</td>
<td>Micah Stohlmann</td>
<td>6</td>
<td></td>
<td>N=6  100%</td>
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<tr>
<td>EDSC463/ CIS563</td>
<td>David Vallett</td>
<td>11  8</td>
<td>N=9</td>
<td>N=2  18%</td>
<td>N=1  12.5%</td>
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<tr>
<td>EDSC473/ CIS573</td>
<td>Greg Levitt</td>
<td>11</td>
<td>N=11</td>
<td>N=1  100%</td>
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</tbody>
</table>

### Table 5 Data Sources, Data Collection, and Data Analysis

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor &amp; Secondary Representative</th>
<th>Data Collection &amp; Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC311 Performance Evaluation</td>
<td>Lois Paretti</td>
<td>Lois Paretti, Shaoan Zhang, Micah Stohlmann</td>
</tr>
<tr>
<td>EDSC313 Performance Evaluation</td>
<td>Lois Paretti</td>
<td>Lois Paretti, Shaoan Zhang, Micah Stohlmann</td>
</tr>
<tr>
<td>EDSC481 Performance Evaluation</td>
<td>Lois Paretti</td>
<td>Lois Paretti, Shaoan Zhang, Micah Stohlmann</td>
</tr>
<tr>
<td>UULOs &amp; EDSC311 (ACPS) Transition Point</td>
<td>Allison Smith (Instructor) Lois Paretti (Representative)</td>
<td>Allison Smith</td>
</tr>
<tr>
<td>EDSC433/ CIS533</td>
<td>Kymberly Martin (Instructor) Steve Bickmore (Representative)</td>
<td>Kymberly Martin</td>
</tr>
<tr>
<td>EDSC453/ CIS553</td>
<td>Micah Stohlmann</td>
<td>Micah Stohlmann</td>
</tr>
<tr>
<td>EDSC463/ CIS563</td>
<td>David Vallett</td>
<td>David Vallett</td>
</tr>
<tr>
<td>EDSC473/ CIS573</td>
<td>Greg Levitt</td>
<td>Greg Levitt</td>
</tr>
<tr>
<td>EDU214S</td>
<td>Karen Grove (Instructor)</td>
<td>N/A</td>
</tr>
<tr>
<td>EDU280</td>
<td>Christine Clark</td>
<td>N/A</td>
</tr>
<tr>
<td>UULOS &amp; Culminating Experience (E-Portfolio)</td>
<td>Lois Paretti</td>
<td>N/A</td>
</tr>
<tr>
<td>UULOS &amp; Culminating Experience Exit Survey</td>
<td>Lois Paretti</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Figure 1: Cohort I/Learner, Learning & Learning Environment (INTASC 1,2,3)

Figure 2: Cohort 1: Instructional Practice & Content Knowledge (INTASC 4,5,6,7,8)
Figure 2 continued: Cohort 1: Instructional Practice & Content Knowledge (INTASC 4,5,6,7,8)

Figure 3: Cohort I/Instructional Practice & Planning (INTASC 6,7,8)
Figure 4: Cohort I/Professional Responsibility (INTASC 9,10)

Figure 4 continued: Cohort I/Professional Responsibility (INTASC 9,10)
Figure 5: Cohort II: Learner, Learning & Learning Environment (INTASC 1,2,3)

Figure 6: Cohort II: Instructional Practice & Content Knowledge (INTASC 4,5,6,7,8)
Figure 6 continued: Cohort II: Instructional Practice & Content Knowledge (INTASC 4,5,6,7,8)

Figure 7: Cohort II/Instructional Practice & Planning (INTASC 6,7,8)
Figure 8: Cohort II/Professional Responsibility (INTASC 9,10)

Figure 8 continued: Cohort II/Professional Responsibility (INTASC 9,10)
Figure 9: ARL Cohort I/Learner, Learning & Learning Environment (INTASC 1,2,3)

Figure 10: ARL Cohort 1: Instructional Practice & Content Knowledge (INTASC 4,5,6,7,8)
Figure 10 continued: ARL Cohort I: Instructional Practice & Content Knowledge (INTASC 4,5,6,7,8)

Figure 11: ARL Cohort I/Instructional Practice & Planning (INTASC 6,7,8)
Figure 12: ARL Cohort I/Professional Responsibility (INTASC 9,10)

Figure 12 continued: ARL Cohort I/Professional Responsibility (INTASC 9,10)
Figure 13: ARL Cohort II/Learner, Learning & Learning Environment (INTASC 1,2,3)
Figure 14: ARL Cohort II: Instructional Practice & Content Knowledge (INTASC 4,5,6,7,8)

Figure 14 continued: ARL Cohort II: Instructional Practice & Content Knowledge (INTASC 4,5,6,7,8)
Figure 15: ARL Cohort II/Instructional Practice & Planning (INTASC 6,7,8)
Figure 16: ARL Cohort II/Professional Responsibility (INTASC 9,10)

Figure 16 continued: ARL Cohort II/Professional Responsibility (INTASC 9,10)
## APPENDIX B
### College of Education
#### Field Experience Performance Evaluation

<table>
<thead>
<tr>
<th>Practicum I</th>
<th>Practicum II/Pre-Student Teaching</th>
<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Elementary</td>
<td>□ Secondary</td>
<td>□ Special Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNLV Supervisor: ____________________________</th>
<th>Semester: _______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation # _______</td>
<td>ST □</td>
</tr>
<tr>
<td>Subject: __________________________</td>
<td>Lesson Topic: _______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and Preparation</th>
<th>UNLV Rating</th>
<th>Comments and Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals/Objectives Written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on Prior Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials/Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedures and Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Component</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Environment
- Classroom Expectations
- Efficient Activities and Routines
- Classroom Management/Monitors Student Behavior
- Builds Positive Self Concept
- Proactive Discipline
- Interactions with Students
- Cultural Diversity

### Instruction
- Introduces Lesson and States Objectives
- Content Knowledge
- Directions and Explanations
- Procedures and Activities

Student: ______________________________
Cooperating Teacher: ______________________________
School: ______________________________
Grade: _____ Room#: ___________
UNLV Supervisor: ____________________________
Semester: _______ Observation #: _______
Lesson Topic: _______ Integrated Lesson: _______ Midterm Grade______ Final Grade______

Check all that apply: CT □ ST □
| Use of Materials/Equipment | \[ | Student Involvement | \[ | Effective Pacing | \[ | Smooth Transitions | \[ | Ongoing Assessment | \[ | Accommodates Individual Needs | \[ | Evaluation of Lesson | \[ |
|---------------------------|---|-----------------|---|-----------------|---|-----------------|---|-----------------|---|-----------------|---|
| **Professional Dispositions** | \[ | Professional Appearance | \[ | Punctuality/Attendance | \[ | Self-Initiative/Independence | \[ | Reliability/Dependability | \[ | Collegiality | \[ | Receptive to Feedback | \[ | Ability to Reflect on Performance | \[ | Interpersonal Skills | \[ | Tact/Judgment | \[ | Written Expression | \[ | Oral Expression | \[ |
| Evaluator signature | \[ | Print name | \[ | Student signature | \[ | Print name | \[ |
| UNLV | \[ | CCSD Confidential | \[ | Rating Scale: 3 | \[ | Target | \[ | = 3 | \[ | = | \[ | = 2 | \[ | = | \[ | = 1 | \[ | = | \[ | = 0 | \[ | = | \[ | = NA | \[ |
| 2 | \[ | Acceptable | \[ | = | \[ | = | \[ | = 1 | \[ | = | \[ | = 0 | \[ | = | \[ | = NA | \[ |
| 1 | \[ | Unacceptable | \[ | = | \[ | = | \[ | = 1 | \[ | = | \[ | = 0 | \[ | = | \[ | = NA | \[ |
| NE | \[ | Not Evident | \[ | = | \[ | = | \[ | = 1 | \[ | = | \[ | = 0 | \[ | = | \[ | = NA | \[ |
APPENDIX C
SUBJECT AREA ASSESSMENT

Subject Area Assessment Report  (Fall 2014- Spring 2015)

Secondary Teacher Education

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>English Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name and Number</td>
<td>EDSC433/CIS533</td>
</tr>
<tr>
<td>Person Completing this report</td>
<td>Kymberly Martin /Steven Bickmore <a href="mailto:Steven.Bickmore@unlv.edu">Steven.Bickmore@unlv.edu</a></td>
</tr>
<tr>
<td>Date Submitted</td>
<td>10/10/2015</td>
</tr>
</tbody>
</table>

1. Professional Standards and Student Learning Outcomes for the program. List the professional standards (e.g., NCTM) and Student Learning Outcomes for this assessment.

National Council of Teachers of English (SPA)/NCATE Standards

2.0 ELA Candidate Attitudes

Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English language arts teachers.

2.1 Create and sustain an inclusive and supportive learning environment in which all students can engage in learning;

Use the results of reflective practice not only to adapt instruction and behavior to assist all students to learn but also to design a well-conceived plan for professional development that features collaboration with the academic community, professional organizations, and others;

3.0 ELA Candidate Knowledge
Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language
3.2 Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
3.3 Candidates demonstrate their knowledge of reading processes.
3.4 Candidates demonstrate knowledge of different composing processes.
3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.
3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

4.0 ELA Candidate Pedagogy

Candidates acquire and demonstrate the dispositions and skills needed to integrate knowledge of English language arts, students, and teaching. As a result, candidates

4.1 Understand the purposes and characteristics of different kinds of curricula and related teaching resources and select or create instructional materials that are consistent with what is currently known about student learning in ELA.

4.2 Create literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Unit Plan</td>
<td>2.1, 2.3, 3.1., 3.2, 3.3, 3.4, 3.6, 4.1, 4.2</td>
<td>On a rubric with 3 points (3 = target, 2 = acceptable, 1 = unacceptable), students are expected to score at least a 2 on every dimension</td>
</tr>
</tbody>
</table>

2. Planned assessments: Methods, Instruments and Analysis. What were the planned assessments to be conducted during the Spring & Fall 2013 Academic Semesters? Please include, if applicable, number of students assessed in Fall 2014 and Spring 2015.

Number of students assessed in Fall 2014 = 9
Number of students assessed in Spring 2015 = 21
Total number of students assessed = 30
The rubric used to evaluate performance on the assessment appears below.

<table>
<thead>
<tr>
<th>Lesson Plan</th>
<th>Level 5—Target</th>
<th>Level 3—Acceptable</th>
<th>Level 1—Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Common Core State Standards</td>
<td>Identifies all relevant and applicable content area standards as provided by the Nevada Department of Education. All activities in lessons align with standards. Unit of Study provides opportunities to develop skills in each CCSS category.</td>
<td>Identifies most relevant and applicable content area standards as provided by the Nevada Department of Education. Most activities in lesson align with standards. Unit of Study provides opportunities to develop skills in some but not all CCSS categories.</td>
<td>Identifies few relevant and applicable content area standards as provided by the Nevada Department of Education. Activities in lesson do not align with standards. Unit of Study provides limited opportunities to develop skills in CCSS categories.</td>
</tr>
<tr>
<td>2. Unit Introduction</td>
<td>Thorough unit introduction that provides contextual information, gives a rationale for unit’s content and processes, explains how the unit meets CCSS, references the coursework throughout the unit.</td>
<td>Unit intro does some but not all of the following: provides contextual information, gives a rationale for unit’s content and processes, explains how the unit meets CCSS, references the coursework throughout the unit.</td>
<td>Unit intro is superficial and does not provide contextual information, give a rationale for unit’s content and processes, explain how the unit meets CCSS, or reference the coursework throughout the unit.</td>
</tr>
<tr>
<td>3. Unit Calendar &amp; Graphic Organizer</td>
<td>Includes a unit graphic organizer that outlines the major pieces of the unit, including the targeted standards, the theme (life issue/problem/question), culminating performance, critical resources, etc. Includes a unit calendar that briefly describes each day of the unit and contains significant activities, events, and due dates.</td>
<td>Includes a unit graphic organizer that outlines some but not all of the major pieces of the unit, including the targeted standards, the theme (life issue/problem/question), culminating performance, critical resources, etc. Also includes a unit calendar that somewhat describes each day of the unit and inconsistently references significant activities, events, and due dates.</td>
<td>Does not include a graphic organizer (or it is severely limited) that outlines the major pieces of the unit, including the targeted standards, the theme (life issue/problem/question), culminating performance, critical resources, etc. Does not include a unit calendar (or it’s severely limited) that describes each day of the unit and inconsistently references significant activities, events, and due dates.</td>
</tr>
</tbody>
</table>

| 4. Materials & Resources | | | |

12/2015 Office Of The Vice Provost For Academic Affairs
<table>
<thead>
<tr>
<th></th>
<th>Describes and includes all of the materials and resources required. Includes a source list/citations of materials in MLA format.</th>
<th>Describes and includes most of the materials and resources required. Includes a source list that contains some but not all materials in MLA format.</th>
<th>Lists and includes few of the materials and resources required. Does not include a source list in MLA format.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Instructional Procedures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Introduction</strong></td>
<td>Addresses all of the elements of an introduction—hook audience, establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge.</td>
<td>Addresses most of the elements of an introduction—hook audience, establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge.</td>
<td>Addresses few of the elements of an introduction—hook audience, establish set, define time, communicate objectives, motivational techniques, and links to prior knowledge.</td>
</tr>
<tr>
<td><strong>b. Objectives</strong></td>
<td>Objectives support Common Core Standards and meet all of the “SMART” objective descriptors. All activities in lesson help achieve objectives.</td>
<td>Objectives mostly support Common Core Standards and meet most of the “SMART” objective descriptors. Most activities in lesson help achieve objectives.</td>
<td>Objectives do not support Common Core Standards and meet few of the “SMART” objective descriptors. Few activities in lesson help achieve objectives.</td>
</tr>
<tr>
<td><strong>c. Activities &amp; Experiences</strong></td>
<td>Follows all steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is clearly delineated. Activities are student-centered and engaging, encouraging students to think critically, creatively, and collaboratively.</td>
<td>Follows most steps/phases of the teaching model and clearly outlines teacher and student actions. Lesson process is satisfactorily delineated. Activities are somewhat student-centered and engaging, encouraging students to think critically, creatively, and collaboratively.</td>
<td>Follows some steps/phases of the teaching model and outlines some teacher and student actions. Lesson process is unclearly delineated. Activities are not student-centered and do not engage. They do not encourage students to think critically, creatively, nor collaboratively.</td>
</tr>
<tr>
<td></td>
<td><strong>d. Closure</strong></td>
<td><strong>e. Lesson to Unit Contribution</strong></td>
<td><strong>f. Assessment</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Encompasses all of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.</td>
<td>Uses technology appropriately in at least two lessons. Includes an assortment of multi-media resources. Provides a variety of activities in reading, writing, speaking, listening, viewing, and visual representation. Fully develops lesson plans for each day that clearly show the Components of an Effective Lesson.</td>
<td>Unit of study contains at least one fully developed writing assignment with student-friendly rubric. The Unit of Study has a culminating performance with student-friendly rubric. Other assessments are detailed on each lesson plan: (aligned to objective, reviews for understanding, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
</tr>
<tr>
<td></td>
<td>Encompasses most of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.</td>
<td>Uses technology appropriately in fewer than two lessons. Includes a minimal amount of multi-media resources. Provides a few activities in reading, writing, speaking, listening, viewing, and visual representation. Partially develops lesson plans for each day that inconsistently show the Components of an Effective Lesson.</td>
<td>Unit of study meets some but not all of the following: contains at least one fully developed writing assignment with student-friendly rubric; has a culminating performance with student-friendly rubric. Other assessments are detailed on some but not all lesson plans: (aligned to objective, reviews for understanding, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
</tr>
<tr>
<td></td>
<td>Encompasses few of the requirements as described: definite end to lesson, ensures links between current and prior learning, lets students know what to expect in the future, refers back to learning objectives.</td>
<td>Does not use technology in lessons. Includes few if any multi-media resources. No variety of activities in reading, writing, speaking, listening, viewing, and visual representation. Undeveloped lesson plans for each day do not show the Components of an Effective Lesson. May be missing lesson plans for certain days.</td>
<td>Unit of study does not contain at least one fully developed writing assignment with student-friendly rubric. The Unit of Study does not have a culminating performance with student-friendly rubric. Other assessments are detailed on few, if any, lesson plans: (aligned to objective, reviews for understanding, uses variety, equitable distribution of teaching and learning, formative and summative assessments are listed).</td>
</tr>
</tbody>
</table>
All lessons and activities connect thematically. Instruction and assessment is unified. Defines theme for study that is meaningful to students. Identifies clearly what should be learned, why it is important, and how it relates to real-life.

Some lessons and activities connect thematically. Has incidental matches between assessment and instruction. Connects some assessment to learning focus. Defines the theme for study but focus is not clear. Identifies what should be learned but does not clearly communicate its importance.

Does not connect activities and lessons thematically. Assessments do not reflect instruction. Connects few assessments to learning focus. Identifies a narrow topic rather than a theme for study. Identifies random and disconnected learning.

### 8. Presentation

| Well-prepared presentation or demonstration of unit between 5-10 minutes. Presentation of bound hard copy is attractive and consistently formatted throughout. | Somewhat well-prepared presentation or demonstration that does not quite last 5 minutes. Presentation of bound hard copy is inconsistently formatted and may contain mechanical errors. | Poorly prepared presentation or demonstration that does not quite last 5 minutes. Presentation of bound hard copy reflects a lack of attention to detail and consistency. May contain significant mechanical errors. |

### 9. Reflection—Individual and Group Process

| In-depth notes relating to challenges, strengths and weaknesses of the Unit of Study as well as suggested modifications for classroom implementation. Reflection details how and where activities align with standards and objectives. Thorough explanation of how the unit work was done. | Notes relating to challenges, strengths and weaknesses of the Unit of Study and suggested improvements for classroom implementation. Reflection somewhat details how and where activities align with standards and objectives. Brief notes on how unit work was done. | Superficial notes relating to either strengths or weaknesses of the lesson and/or suggested improvements for classroom implementation. Reflection does not detail how and where activities align with standards and objectives. No explanation of how unit work was done. |

### 3. Results, conclusions and discoveries

What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Include who reviewed the results and when. Describe below or attach to this form.
The outcomes are as expected with students scoring at least 2 on every dimension except Unit Cohesiveness & Focus and Assessment. Students who did not score a 2 or 3 on Assessment did not include a rubric for their major assignments.

Regarding the Unit Cohesiveness and Focus, I received a great deal of feedback about the challenge of creating a cohesive whole with separate group members. Typically, group members divided the number of lessons amongst themselves with each student creating his/her lessons at home. At the end of the semester, students combined their lessons and submitted the unit. Unfortunately, groups who received a 1 on Unit Cohesiveness and Focus did not adequately deliberate about which skills and standards the group would target or what type of scaffolding would be required for the unit’s major projects.

Moving forward, I would recommend the instructor spend greater time on assessment, outlining and practicing the development of specific, student-friendly rubrics. I would also suggest spending more time on formative assessment. Though not reflected in the results of the Unit, I found that students struggled with finding and including formative assessment that would provide data adequate to adapting future lessons to students’ needs.

I recommend moving the Unit of Study online so that students can visualize the progression of the unit as it’s being developed. I recommend that most activities in class contribute in specific ways to the Unit of Study with more check-in dates during class where students can share and receive feedback on what they’ve created thus far.

In the past, alignment between standards, objectives, activities, and assessments has been inconsistent or non-existent. Often students started with the activities of the day and tried to find standards that would fit. To address this lack of alignment, I created a SOAA (standards, objectives, activities, assessments) chart. During class, we discussed backward planning and how to start first with the standards, move to the objective, and then plan the activities and assessments. Together, we looked at sample lesson plans to identify where each of these elements connected or didn’t connect. When we found a lack of alignment, we discussed options that would move the lesson towards alignment. In the initial weeks of class, students wrote two lesson plans that would eventually contribute to their overall Units of Study. Students filled out the SOAA chart for these lesson plans to clearly articulate how each element of the lesson fit with the rest. They shared the SOAA chart and lesson plans with peers and with me to receive feedback about alignment strengths and weaknesses. In Fall 2014, 100% of students scored a 2 out of 3 on inclusion and alignment of Common Core elements. In Spring 2015, 70% of students scored a 3 out of 3 in the same category, with the remaining 30% of students scoring a 2 out of 3.
Program Information:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name and Number</td>
<td>EDSC 453 (incl. CIS 553S)</td>
</tr>
<tr>
<td>Person Completing this report</td>
<td>Micah Stohlmann</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>August 4th, 2015</td>
</tr>
</tbody>
</table>

## 1. Professional Standards and Student Learning Outcomes for the program.

List the professional standards (e.g., NCTM) and Student Learning Outcomes for this assessment.

### Part A: NCATE/NCTM Process Standards:

- **5 (Knowledge of Mathematical Representation):** Candidates use varied representations of mathematical ideas to support and deepen students’ mathematical understanding.
  - **Indicators**
    - 5.1 Use representations to model and interpret physical, social, and mathematical phenomena.
    - 5.2 Create and use representations to organize, record, and communicate mathematical ideas.
    - 5.3 Select, apply, and translate among mathematical representations to solve problems.

- **6 (Knowledge of Technology):** Candidates embrace technology as an essential tool for teaching and learning mathematics.
  - **Indicator**
    - 6.1 Use knowledge of mathematics to select and use appropriate technological tools, such as but not limited to, spreadsheets, dynamic graphing tools, computer algebra systems, dynamic statistical packages, graphing calculators, data-collection devices, and presentation software.

- **7 (Disposition):** Candidates support a positive disposition toward mathematical processes and mathematical learning.
  - **Indicators**
    - 7.1 Attention to equity
    - 7.2 Use of stimulating curricula
    - 7.3 Effective teaching
    - 7.4 Commitment to learning with understanding
    - 7.5 Use of various assessments
    - 7.6 Use of various teaching tools including technology

### Part B: NCATE/NCTM Process Standard 8 (Knowledge of Pedagogy): Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

- **Indicators**
8.1 Selects, uses, and determines suitability of the wide variety of available mathematics curricula and teaching materials for all students including those with special needs such as the gifted, challenged and speakers of other languages.
8.2 Selects and uses appropriate concrete materials for learning mathematics.
8.3 Uses multiple strategies, including listening to and understanding the ways students think about mathematics, to assess students’ mathematical knowledge.
8.4 Plans lessons, units and courses that address appropriate learning goals, including those that address local, state, and national mathematics standards and legislative mandates.
8.5 Participates in professional mathematics organizations and uses their print and on-line resources.
8.6 Demonstrates knowledge of research results in the teaching and learning of mathematics.
8.7 Uses knowledge of different types of instructional strategies in planning mathematics lessons.
8.8 Demonstrates the ability to lead classes in mathematical problem solving and in developing in-depth conceptual understanding, and to help students develop and test generalizations.
8.9 Develop lessons that use technology’s potential for building understanding of mathematical concepts and developing important mathematical ideas.

### 2. Planned assessments: Methods, Instruments and Analysis

What were the planned assessments to be conducted during the Spring & Fall 2014 Academic Semesters? Please include, if applicable, number of students assessed in Spring 2015 and in Fall 2014.

In Fall 2014, mathematics education faculty deviated slightly from prior planned assessments, and focused students on having options of using a wider range of technologies than just virtual manipulatives (as in prior assessments prior to Fall 2013). This was done after Fall 2013’s assessment focused more on graphing calculators. The rationale for this deviation was to give students more options to explore technologies that are being more widely implemented in secondary classrooms (e.g. Geogebra, Desmos, & graphing calculators).

Because of our changes in Fall 2014, we decided to keep the assessment rubric overall, but to limit the assessment to an “acceptable / not acceptable” orientation (e.g., check mark, or no check mark). The rationale for this shift in assessing criteria was to keep the structure of prior assessments, while allowing for diversity in the range of acceptable responses within the new assessment.

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment/General Assessment</td>
<td>1. Content Knowledge</td>
<td>1. Communicates distinctively and authoritatively mathematical content in the teaching and learning of mathematics</td>
</tr>
<tr>
<td></td>
<td>2. Pedagogical Knowledge</td>
<td>2. Communicates distinctively and authoritatively mathematical pedagogy in the teaching and learning of mathematics</td>
</tr>
<tr>
<td></td>
<td>3. Professional Standard Knowledge</td>
<td>3. Communicates exemplary evidence of ability to meet professional standards (NCTM) and performance standards for student learning of mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Demonstrates exemplary use of correct grammar, spelling, and punctuation</td>
</tr>
</tbody>
</table>
The assessment is as follows:
Post an activity that would utilize a technology (e.g. Geogebra, Desmos, graphing calculators) to look for patterns or to make generalizations. You can come up with an original activity, modify an existing activity, or share an activity from a textbook or website.

When you post your activity please provide a written description of what math concepts students would work with in the posting.

The Assessment Rubric is as follows:

Students were given a check mark, or not a check mark for their work. Overall, their work was examined through the lens of the four learning outcomes, but only 1 check mark was given for a submission that was deemed acceptable.

<table>
<thead>
<tr>
<th>STANDARDS LEVELS</th>
<th>Content Knowledge</th>
<th>Pedagogical Knowledge</th>
<th>Professional Standard Knowledge</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target (Check Mark)</td>
<td>Communicates distinctively and authoritatively mathematical content in the teaching and learning of mathematics</td>
<td>Communicates distinctively and authoritatively mathematical pedagogy in the teaching and learning of mathematics</td>
<td>Communicates exemplary evidence of ability to meet professional standards (NCTM) and performance standards for student learning of mathematics</td>
<td>Demonstrates exemplary use of correct grammar, spelling, and punctuation</td>
</tr>
<tr>
<td>Acceptable (Check Mark)</td>
<td>Communicates clearly mathematical content in the teaching and learning of mathematics</td>
<td>Communicates clearly mathematical pedagogy in the teaching and learning of mathematics</td>
<td>Communicates satisfactory evidence of ability to meet professional standards (NCTM) and performance standards for student learning of mathematics</td>
<td>Demonstrates satisfactory use of correct grammar, spelling and punctuation</td>
</tr>
</tbody>
</table>
Number of students assessed in Fall 2014:
In Fall 2014, 6 students were assessed.

Assessments are only given in Fall semesters, as that is when EDSC 453 and CIS 553S is offered.

3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Include who reviewed the results and when. Describe below or attach to this form.

The assessment was given to students enrolled in EDSC 453 (incl. CIS 553S) in Fall 2014. The outcome of the assessment was that overall, students performed at levels that were expected. That is, all the students performed at the acceptable or target levels (“check mark”). Given that students were able to produce well-focused activities involving a technology of their choice, it is the conclusion of the mathematics education faculty that students in general are performing at the target level for our transition point assessment.

Based on the results of Fall 2013 and Fall 2014, the mathematics education faculty has decided to proceed with an assessment that will give students more freedom in the technology that they develop their lesson around, with virtual manipulatives still being an option. Since new technologies are being developed more to teach mathematics students should be encouraged to utilize these while still being critical of their usage for proper content knowledge and pedagogy. This is critical as there are myriad technologies available to teachers, and we must constantly strive to integrate both specific and general technologies and applications into our program and coursework. The exercise in Fall 2013 and Fall 2014 of modifying the assessment, but staying within the overall theoretical bounds, was necessary for the faculty to understand the value of our transition point assessments. The general assessment is not changing, but students are just being given more options for technologies to use.

In reviewing Fall 2014 assessments, as well as previous year, it is the faculty’s position that our students are displaying an understanding of technologies related to mathematics instruction in which they provide students with opportunities to represent and dynamically re-represent mathematical concepts quickly and in myriad ways.
4. **Use of results.** What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

No program changes have been indicated as of yet, however the faculty will engage in discussion prior to the Fall 2015 semester to identify the specificity of the content of the transition point assessment, while adhering to the overall philosophy of providing students with meaningful opportunities to engage in discussing technology integration in secondary mathematics. Student performance on the assessment indicates understanding of technology issues with regard to teaching and learning mathematics at the preservice level.

5. **Progress.** Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

No program changes have been recommended in past reports. Progress continues to be made in the collection and analysis of data. Future expectations include the continual comparison of data across years, and potential programmatic changes stemming from such analyses.
Program Information:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name and Number</td>
<td>EDSC 463/CIS 563</td>
</tr>
<tr>
<td>Person Completing this report</td>
<td>David Vallett</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>September 28, 2015</td>
</tr>
</tbody>
</table>

1. Professional Standards and Student Learning Outcomes for the program. List the professional standards (e.g., NCTM) and Student Learning Outcomes for this assessment.

National Science Teachers Association (NSTA) SPA Standards

Standard 1: Content
Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.

Indicators
To show that they are prepared in content, students demonstrate that they:

1.1 Understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.

1.2 Understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards

Standard 3: Inquiry
Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.

Indicators
To show that they are prepared to teach through inquiry, students demonstrate that they:

3.1 Understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge.

3.2 Engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner
### 2. Planned assessments: Methods, Instruments and Analysis.

What were the planned assessments to be conducted during the Spring & Fall 2013 Academic Semesters? Please include, if applicable, number of students assessed in Spring 2013 and in Fall 2013.

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Plan</td>
<td>1. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations.</td>
<td>To show that they are prepared in content, students demonstrate that they: 1. Understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association. 2. Understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards</td>
</tr>
<tr>
<td></td>
<td>2. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences.</td>
<td>To show that they are prepared to teach through inquiry, students demonstrate that they: 1. Understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge. 2. Engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner</td>
</tr>
</tbody>
</table>
3. **Results, conclusions and discoveries.** What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Include who reviewed the results and when. Describe below or attach to this form.

**Spring 2015:**
Unit Design assignments- Eight students were assessed in Spring 2015. All students submitted their final unit design project at a level above what was expected (Target). Initial submissions varied between Unacceptable (1), Acceptable (6), and Target (1). Editing and resubmission prior to the final draft is built into the assignment/assessment.

**Fall 2014**
Unit Design assignment: Eleven students were assessed during Fall 2014. Final submissions yielded 9 Target and 2 Acceptable submissions. One Target and all three Acceptable final projects were not scored as at least acceptable on their initial drafts; two of the Target final assignments were scored as acceptable instead of target for their initial drafts.

Students were provided feedback as well as individual conference time to address, revise, and resubmit their Unit Design assignments.

4. **Use of results.** What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

Science education faculty will standardize instruction across future sections of this course to match performance in these sections; the individual conferences with opportunities to revise and resubmit assignments will be maintained.

5. **Progress.** Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

We previously collected Secondary Science Assessment data through two different assignments (Lesson Plan and Curriculum Topic Study). We are currently using our Unit Design Assignment to report our students’ progress because Unit Design assignment provides more comprehensive information about our students’ science content knowledge and their ability to teach science through inquiry.
Program Information:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Social Studies Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name and Number</td>
<td>EDSC473/CIS573</td>
</tr>
<tr>
<td>Person Completing this report</td>
<td>Greg Levitt, <a href="mailto:glevitt@mac.com">glevitt@mac.com</a></td>
</tr>
<tr>
<td>Date Submitted</td>
<td>9/29/15</td>
</tr>
</tbody>
</table>

1. Professional Standards and Student Learning Outcomes for the program. List the professional standards (e.g., NCTM) and Student Learning Outcomes for this assessment.

National Council for the Social Studies (SPA)/NCSS

1. SPA STANDARDS ADDRESSED National Council for the Social Studies

1.1 The Curriculum Standards for Social Studies. Ten Thematic Strands in Social Studies – Culture; Time, Continuity, and Change; People, Places, and Environments; Individual Development and Identify; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; Civic Ideals and Practices.

1.2 National Standards for Social Studies Teachers. Pedagogical Standards – Learning and Development; Differences in Learning Styles; Critical Thinking, Problem Solving, and Performance Skills; Active Learning and Motivation; Inquiry, Collaboration, and Supportive Classroom Interaction; Planning Instruction; Assessment, Reflection and Professional Growth; and Professional Leadership.

2. KNOWLEDGE

2.1 Curriculum Standards for Social Studies. Ten Thematic Strands in Social Studies – Culture; Time, Continuity, and Change; People, Places, and Environments; Individual Development and Identify; Individuals, Groups, and Institutions; Power, Authority, and Governance; Production, Distribution, and Consumption; Science, Technology, and Society; Global Connections; Civic Ideals and Practices.

2.2 Pedagogical content knowledge (1 & 2 are the social sciences)

  b history, geography, political science, economics

  2.2.2 sociology, anthropology, philosophy, psychology

2.3 Pedagogical knowledge

  2.3.1 Learning and Development; Differences in Learning Styles; Critical Thinking, Problem Solving, Decision making, and Performance Skills; Active Learning and Motivation; Inquiry, Collaboration, and Supportive Classroom Interaction; Planning Instruction; Assessment, Reflection and Professional Growth; and Professional Leadership

3. PERFORMANCE SKILLS & DISPOSITIONS

Social studies teachers should possess the knowledge, capabilities, and dispositions to:
3.1 provide learning opportunities at the appropriate school levels that support learners’ intellectual, social, and personal development.
3.2 create at the appropriate grade levels learning experiences that fit the different approaches to learning of diverse learners.
3.3 use at the appropriate school levels learning environments that encourage student development of critical thinking, problem solving, and performance skills.
3.4 create at the appropriate school levels learning environments that encourage social interaction, active engagement in learning, and self-motivation.
3.5 use at the appropriate grade levels verbal, nonverbal, and media communication techniques that foster active inquiry, collaboration, and supportive interaction in the classroom.
3.6 plan instruction for the appropriate school levels based on understanding of subject matters, students, the community and curriculum goals.
3.7 use formal and informal assessment strategies at the appropriate grade levels to evaluate and 3.8 ensure the continuous intellectual, social, and physical development of learners; the pre-service teacher should be able to assess student learning using various assessment formats, including performance assessments, fixed response, and open-ended questioning, and portfolio strategies.
3.8 develop as reflective practitioners and continuous learners.
3.9 foster cross-subject matter collaboration and other positive relationships with school colleagues, and positive association with parents and others in the larger community to support earning and well-being.

2. Planned assessments: Methods, Instruments and Analysis. What were the planned assessments to be conducted during the Spring & Fall 2014 Academic Semesters? Please include, if applicable, number of students assessed in Spring 2015 and in Fall 2014.

Number of students assessed in Spring 2015 - 11
Number of students assessed in Fall 2014 - 0
Total number of students assessed = 11

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Unit Plan</td>
<td>2.1, 2.2, 2.3, 3.1., 3.2, 3.3, 3.4, 3.4, 3.6, 3.7, 3.8, 3.9</td>
<td>On a rubric with 3 points (3 = target, 2 = acceptable, 1 = unacceptable), students are expected to score at least a 2 on every dimension</td>
</tr>
</tbody>
</table>

The rubric used to evaluate performance on the assessment appears below.

<table>
<thead>
<tr>
<th>TARGET</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

12/2015 Office Of The Vice Provost For Academic Affairs
<p>| Goals/ Objectives Written NCSS 1.1, 1.2 | Consistently identifies learning goals that integrate knowledge of language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings. Demonstrates understanding of how national, state, and district standards are interrelated. | Identifies learning goals that integrate knowledge of language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings. Goals align with national, state, and district standards. | Identifies learning goals that may not integrate the language arts, reflect research theory and findings, or align with national, state, and district standards. |
| Knowledge of NCSS Processes 2.2, 2.3, 2.3.1 | Actively builds on previous planning and prior knowledge in order to engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, reading, and creating visual images for a variety of audiences and purposes | Builds on previous planning and prior knowledge in order to demonstrate how reading, writing, visual images, and speaking can effectively perform a variety of functions for varied audiences and purposes. | Displays little or inconsistent understanding of prerequisite knowledge required to use writing, visual images, and speaking for a variety of audiences and purposes. |
| Materials/ Equipment NCSS 3.4, 3.5 | Understands the purposes and characteristics of different kinds of curricula and related teaching resources; selects or creates instructional materials that are consistent with what is currently known about student learning in the Social Studies. | Examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate for supporting the teaching of Social Studies. | Shows limited ability to examine and select resources for instruction appropriate for supporting the teaching of Social Studies. |
| Procedures and Activities NCSS 3.1, 3.2, 3.3 | Creates literate classroom communities by presenting varied structures and techniques for achieving learning goals, by employing effective classroom management strategies and by providing students with opportunities for feedback and reflection | Aligns curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small group, and individual work. | Demonstrates limited ability to design instruction to meet the needs of all students and provide for students’ progress and success. |
| Accommodation s for Diverse Learners NCSS 3.2 | Creates learning experiences that fit the different approaches to learning of all of the diverse learners. | Accommodates, modifies, and/or differentiates instruction for most of the diverse learners. | Accommodates, modifies, and/or differentiates instruction for few or none of the diverse learners. |</p>
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Integrates assessment consistently into planning for instruction by establishing and communicating criteria to enable student success; using results of assessment to plan for future instruction; assisting all students in monitoring their growth in speaking, listening, writing, reading, enacting, and viewing.</th>
<th>Integrates assessment consistently into planning for instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products; regularly reporting and helping students interpret results of assessment.</th>
<th>Rarely if ever integrates formal and informal assessment activities and instruments into plans; assessments, if present, do not measure learning appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCSS 3.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Uses the results of reflective practice to adapt instruction and behavior to assist all students to learn and to inquire critically into larger institutional and societal factors that may affect teaching and learning</td>
<td>Uses the results of reflective practice to adapt instruction and behavior to assist all students to learn</td>
<td>Articulates but does not explain strengths and limitations of plans.</td>
</tr>
<tr>
<td>NCSS 3.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Results, conclusions and discoveries. What are the results of each planned assessment listed above? Is the outcome at, above, or below what was expected? What conclusions or discoveries do you draw from the results? Include who reviewed the results and when. Describe below or attach to this form.

A graphic depiction of assessment results appears below. The outcomes are as expected with students scoring at least 2 on every dimension. Due to the retirement of a the Social Studies Coordinator, the new coordinator will review the instruments prior to the next assessment.

SPRING 2015 (only semester the course was offered)
Total of 11 Students
4. **Use of results.** What program changes are indicated, and how will they be implemented? Include a description of who will review and act on the findings. If none, describe why changes are not needed.

No program changes are indicated. On every dimension students scored above the level of Acceptable.

5. **Progress.** Describe program changes that have been recommended in past reports. What progress has been made since the recommendation?

The Coordinator of the Social Studies Program retired and new Coordinator was appointed. The new coordinator will review the assessments, the syllabi, and program. The new coordinator will make changes as needed within the framework and structure of the Department, College and SPA parameters.
EDU 214: Animated Multimedia Assignment

Activity: Animated Multimedia Assignment

Universal Design for Learning (UDL) is a research-based approach for learning that acknowledges individual differences in the learning process. It promotes varied and flexible strategies to meet the needs of diverse students with varying skills and abilities. The goal for this assignment is to explore digital tools that can provide all students with equal opportunities to learn and be integrated as alternative tools for students to use to demonstrate their learning.

UDL Intersections identifies how frameworks such as Differentiated Instruction can support flexibility in assignments and ways students can demonstrate what they have learned. In order to provide this flexibility, teachers need to expand their knowledge of digital tools that support alternative modes for content delivery as well as provide students with alternative digital tools they can use for assignments to demonstrate knowledge and skills.

For this assignment, explore a digital tool and create a brief (30 seconds to 3 minutes) educational animated multimedia sample that students might use to demonstrate knowledge and skills. Rather than write a paper, complete a worksheet, take a test or prepare a PowerPoint, students can use an animated multimedia tool to create a project that demonstrates what they know. Sample tools are listed below – you are free to use your computer, an iPad or other tablet for this assignment.

Topics: Think like a teacher: select a topic for your assignment that is appropriate for use in PreK-12 classrooms. Then think about how you can use a digital tool to create a modified assignment for students. Your sample should address a be appropriate for PK-12 classrooms and demonstrate for students how the tool can be used to create a project/assignment that addresses content area topics. It can be an explanation or tutorial for a classroom topic or assignment; an introduction or overview for a book or web site; a “how-to” tutorial for your students (e.g. how to add the Bookmarks toolbar in a web browser, insert a graphic with text wrap, etc.); etc. See: Create your own video presentations from Moovly for other ideas!

**Do not exceed the 3-minute time limit for this submission (you can add more content in another version for you!)

Note: for those who are bilingual, feel free to explore some use of a second language in this assignment. (Please send along a short transcript in the comments box when you submit to help me with the content!)

Digital Tool Options: Use one of the following tools for this assignment. Use the “Free”/educational options for these tools – no need to purchase anything! You must use your Rebelmail address to request the educational license (the “.edu” in the address identifies you as a qualified educational user).

Moovly – “Use Moovly to create educational multimedia content or let students make animated videos to explain or present their projects” See: Create your own video presentations for ideas!
• Moovly Resources
• Moovly – What’s in the Free license
• Use Moovly to Make a Data animation
• Moovly Sample

To submit: request and download an MP4 file to submit
  o On your Moovly Dashboard – “hover” for “Details” button – request download
  o Message sent to your email address when the .mp4 file is rendered and complete
  o Click the link in message, download that .mp4 file, attach and submit in the assignment

PowToon – “PowToon for Education is a simple presentation tool for creating animated video explainers as an alternative to using PowerPoint.”
  • PowToon Quick Start Guide and PowToon Support Center
  • Powtoon Samples
  • To submit: View the video How to Share a Powtoon Video/ Slide Show and copy and paste the link to your shared/published file to submit the assignment. Note you can also ”share” and upload/publish to Wistia (use the Free plan – no need to worry about branding or watermarks on your work for this assignment)

Voki - an educational tool that allows users to create their own talking character: About Voki
(Note – just use the simple “Voki” - no need to purchase Voki Classroom or Voki Presenter)
  • Voki Resources
  • Voki Student samples
  • To submit: copy and paste the link to your Voki file

For those who would like to use their iPads for this assignment
Educreations – “Educreations is an app that transforms your iPad into a recordable whiteboard. It records your voice, handwriting and also allows you to insert pictures to produce your own personal video lessons that you and your students can share online. Your lessons are stored online and can be accessed by students on any computer or iPad.” All about Apps in the classroom (Note: use the Free Basic plan)
  • Educreations tutorial
  • Educreations Lesson Samples
  • To submit: copy and paste the link to your file in the assignment

To begin planning: browse through all links listed with the tools to get a sense of what is possible with the various tools. Then review the 5 planning tips in Whiteboard Animations In e-Learning: It’s short and sweet! Those planning tips provide solid guidelines for whatever tool you choose.

Assignment criteria: Please address the following in your work:
  Content
• All content is well integrated and appropriate to the project
• Option chosen organizes information effectively and consistently.
• Excellent subject knowledge is evident
• Content adequately addressed

**Animation and Sound**
• Includes at least one user-controlled sound (voice recording, background sound, etc.
• Includes animation of content (still images with animation, video, moving text, etc.)

**Graphics and/or Text**
• Appropriate graphics that relate to and enhance the topic
• If text is used, excellent use of font – no more than two styles
• If text is used, avoid use of all capital letters
• Excellent color and contrast for quality animated multimedia product

**Mechanics**
• Professional language is used throughout (avoid being too casual in tone; model appropriate professional language for your intended audience)
• Language, grammar and spelling are virtually flawless throughout
• Project is within noted time limit (30 seconds to 3 minutes)

**Submission**
• Professional language
• Submission format will vary with the tool you use. You will have to determine how to submit. Either:
  o Download and submit a file, or
  o Post it online and submit a “Public” link to your file. Please check files to make sure they work.

**Assessment:** The following rubric will be used for assessment. Carefully read the descriptors for each criterion so you understand what you need to address in your work to earn your grade. (Standards: ISTE-NETS.T: 1b, 2a, 2c, 3a, 3c, 4b)

<table>
<thead>
<tr>
<th>Content</th>
<th>Target (10 pts.)</th>
<th>Acceptable (8 pts.)</th>
<th>Unacceptable (5 pts.)</th>
<th>No credit (0 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISTE-NETS-T 1b, 2a, 2c, 4b</td>
<td>Animated assignment establishes a purpose early on and maintains a clear focus throughout Excellent subject knowledge addressed within time limit.</td>
<td>Animated assignment establishes a purpose maintains focus for most of the presentation. Good subject knowledge with content adequately addressed</td>
<td>Lapses in focus are few and the purpose is somewhat clear. May not portray information in an easy to comprehend format OR content is over time limit.</td>
<td>Content is minimal OR The focus / purpose of the presentation is unclear OR No submission</td>
</tr>
</tbody>
</table>
## Animation & sound  
**ISTE-NETS-T 3a, 3c**

- Strong use of quality animation & sound exists and adds overall impact to the presentation
- Most of the animation & sound tools used add to the overall impact of the presentation
- Some of the animation & sound tools used do not add to the overall impact of the presentation
- Animation & sound tools used detract from presentation OR no animation or sound tools OR No submission

## Graphics and/or Text

- Excellent use of font, color, and contrast make it easy to read. Avoided all capitals, and overuse of bold and Italic. Exceptional use of graphics that relate to the topic.
- Good use of font, color, and contrast to enhance presentation. Some minor inconsistencies with font. Some graphics relate to topic.
- Color, contrast or font make it difficult to comprehend and/or graphics do not relate or detract from the topic.
- Use of font, color, graphics, that detract from the topic OR No submission

## Mechanics

- Professional language is used throughout. Grammar and/or spelling are virtually flawless throughout. Project is within time limit.
- Professional language is used throughout. Minimal (2) grammar and/or spelling errors that do not detract from meaning; OR project is slightly outside time limit
- Frequent (3-4) grammar and/or spelling errors and/or some inappropriate language that detracts from content; OR project is more than 30 seconds over time limit.
- Numerous (5+) grammar and/or spelling errors OR inappropriate language OR no submission

## Submission

- Submission in correct readable format on or before the due date.
- Submission was unreadable and/or not accessible. Had to request re-submission.
- Late OR no submission

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**Assignments Submission**

Submit a brief (30 seconds to 3 minutes) animated multimedia sample with content appropriate for classroom use in correct readable format on or before the due date.

**Do not exceed the 3-minute time limit for this submission** (you can add more content in another version for you!)

**Submit the assignment in WebCampus by the due date**

- Submit a file of your work, OR
- Submit a "public" link to your online file.
EDU 280: Equity Teaching Philosophy Paper

Collaboratively developed by the EDU 280 Teaching Cohort:
Sandra Candel, Shahla Fayazpour, Fereshteh Rezaeian, Ravi Singh, and Christine Clark

Fall 2015

A. UNLV UNIVERSITY UNDERGRADUATE LEARNING OUTCOMES (UULOS) ADDRESSED

II. Inquiry and Critical Thinking
   A. Access and collect the needed information from appropriate primary and secondary sources.
   B. Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations.

III. Communication
   A. Collaborate effectively with others to share information, solve problems, or complete tasks.
   B. Apply the up-to-date technologies commonly used to research and communicate within one's field.

IV. Global/Multicultural Knowledge and Awareness
   A. Respond to diverse perspectives linked to identity, including age, ability, religion, politics, race, gender, ethnicity, and sexuality; both in American and international contexts.
   B. Apply the concept of social justice.

B. OBJECTIVES

Students will:

1) Use images and words to illustrate and explain academic understandings. [UULOs Addressed: IIA, IIB, IIIB, IVA, IVB]

2) Reflect on how individual and social identity group membership influence student and teacher thinking and behavior [examples of social identity groups include, but are not limited to: race; color; ethnicity; Deafhood; geographic origin; immigration status; language; caste; socioeconomic class background; employment status; sex; gender; gender identity and expression; family configuration; sexuality; physical, developmental, or psychological ability; Veteran’s status; age or generation; religious, spiritual, faith-based, or secular belief; physical appearance; environmental concern; political affiliation; and, on the basis of the exercise of rights secured by the First Amendment of the Constitution of the United States]. [UULOs Addressed: IIB, IVA]

3) Analyze class discussions, course materials, and additional academic materials toward synthesized conclusions. [UULOs Addressed: IIA, IIB, IIIB, IVA]
4) Articulate original understandings of the concepts of equity, equality, social justice, sociopolitically-located and/or critical multicultural education. [UULOs Addressed: IVA, IVB]

5) Articulate a philosophy of teaching that demonstrates knowledge of how to educationally affirm broadly diverse students and to create learning environments and experiences that continuously foster this affirmation. [UULOs Addressed: IIA, IIB, IIIA, IIIB, IVA]

6) Articulate philosophy of teaching that demonstrates the disposition to educationally affirm broadly diverse students and to create learning environments and experiences that continuously foster this affirmation. [UULOs Addressed: IIIA, IIB, IVB]

7) Give and receive constructive feedback; effectively incorporate feedback. [UULOs Addressed: IIIA]

C. INSTRUCTIONS

Individually you will develop:

1) A graphic that illustrates your understanding of the concept of equity as differentiated from and related to equality;

2) A definition of social justice that describes your understanding of it relative to multicultural education in a sociopolitical context and/or to critical multicultural education.

Your equity graphic and your definition of social justice will serve as a guide in your development of your Equity Teaching Philosophy paper.

Examples of Equity Graphics

Example #1 Source: http://www.pugetsoundoff.org/blog/equality-versus-equity


Example Definitions of Social Justice

Social justice is a term often used but rarely defined. Much more has been written about the nature of injustice than the concept of social justice. Yet, throughout history, philosophers and scholars
have attempted to define this elusive idea. Aristotle envisioned social justice as a society whose benefits and burdens would be distributed fairly to achieve a basic level of goodness for all. More recently, Adams, Bell, and Griffin (1997), professors in the Social Justice Education Program at the University of Massachusetts at Amherst, defined a socially just society as one in which all members have their basic needs met and all individuals are physically and psychologically safe and secure, able to develop to their full capabilities and to participate as effective citizens of their communities and nation. To be authentic and relevant for students, social justice education needs to begin with children’s lived experiences—their concerns, hopes, and dreams—and then move toward multiple perspectives and action directed toward social change (Bigelow, Christensen, Karp, Miner, & Peterson, 1994).

Example #1: Used by the Critical Educators for Social Justice (CESJ) Special Interest Group of the American Educational Research Association (AERA) (adapted from Wade, 2004).

- Valuing all students’ assets;
- Addressing “difficult” topics from an early age;
- Teaching the “real deal”/whole picture on any topic expressly for the purpose of student knowledge-building/empowerment;
- Understanding students and their cultures even if these are different from your own;
- Being responsive to students’ cultures in everything you do in your classroom;
- Educating yourself on topics before teaching them to your students;
- Engaging in candid self-critical and otherwise effective reflection;
- Recognizing that pedagogy matters (how you teach is as important as what you teach);
- Integrating social justice perspectives into core curricula, rather than treating these perspectives as “frills added” content;
- Using curriculum that is relevant to students lived experiences;
- Recognizing that teaching extends beyond the classroom; and,
- Teaching as more than the “here and now”—as about building a better, more just society for all.

Example #2: Used in the Critical Inquiry Project Model developed by the Social Justice Critical Inquiry Project (CIP) at New York University (adapted from Picower, 2007).

Individually, you will develop an equity teaching philosophy that you believe describes your approach to teaching all students, but especially those in high needs school communities. This philosophy should build from:

1) your equity graphic and definition of social justice;
2) your own experiences as an individual and as a member of various social identity groups; as well as,
3) your experiences as a student and teacher.

Most specifically, your philosophy should draw on the experiences that you feel have most significantly influenced how you understand and will, as a teacher, apply the concepts of equity and social justice as central components of multicultural education as we have discussed these concepts in class, as they are delineated in course materials, and as they are engaged in additional research you undertake in the course of writing your paper (3-5 additional evidence-based/academic sources).

For example, you may either choose: EITHER to engage 3 ideas from the following 9 options and then also 3 other relevant ideas that are uniquely your own, OR to engage 5 ideas from the following 9 options and then also 1 other relevant idea that is uniquely your own:
1) Describe your **personal experiences** of privilege and/or marginalization in a local (U.S.-based) and/or global (extra-U.S.) context growing up/in school.

2) Discuss your **academic understandings** of privilege and/or marginalization in a local (U.S.-based) and/or global (extra-U.S.) context based on a literature review you conduct.

3) Reflect on relevant family experiences, peer group experiences, professional experiences, travel experiences, recreational interests, vocational interests, hobbies, and/or other relevant experiences/interests.

4) Reflect on **prejudices you hold** about students, their families, and/or their communities.

5) Reflect on **prejudices you have experienced your teachers holding about you** as a student, your family, and/or your communities.

6) Describe efforts you have made **to unlearn prejudices, deficit perspectives, and/or discriminatory inclinations** (e.g., professional development, independent research, dialogue with peers/mentors, intentional or accidental out-of-comfort-zone experiences that have had transformational impact, etc.).

7) Describe efforts you have made **to learn how to teach in manners that center students’ assets and that are otherwise broadly culturally relevant and responsive** (e.g., professional development, independent research, dialogue with peers/mentors, intentional or accidental out-of-comfort-zone experiences that have had transformational impact, etc.).

8) Describe efforts you have made **to develop the disposition to teach for equity and social justice, and through multicultural education in a sociopolitical context and/or to critical multicultural education** (e.g., professional development, independent research, dialogue with peers/mentors, intentional or accidental out-of-comfort-zone experiences that have had transformational impact, etc.).

9) Describe efforts you have made **to build your prowess to teach all students well through curriculum revision and/or development, lesson plan modifications and/or accommodations, pedagogical changes and/or variation, assessment and/or evaluation practices** (e.g., professional development, independent research, dialogue with peers/mentors, and/or intentional or accidental out-of-comfort-zone experiences that have had transformational impact, etc.).

**D. TIMELINE**

**Week 3**: Submit first draft to professor (mid-point assessment).

**Week 4**: Receive feedback on first draft from professor, identify peer reviewer (groups of 2 or 3 depending on course enrollments).

**Week 5**: Submit second draft to peer reviewer (paper submission in class).

**Week 7 or 8** (one week prior to midterm): Return peer review of second draft (informal, 350-500 word type-written, stapled to the front of the second draft) to peer reviewee (second draft not graded, peer review completion is noted by professor, any concerns about the quality of the peer review should be addressed to the professor by the reviewee outside of class).
Week 13 or 14 (last week of class): Submit third and final draft to professor (end-point assessment); in-class, informal discussion of paper development process, including key differences between first, second, and third/final drafts, and experience of peer review process.

E. STRUCTURAL ELEMENTS

Introduction

• Overview of Assignment
• Your Approach to the Assignment

Alchemy of Elements

• Graphic
• Definition
• Connection to Multicultural Education in a Sociopolitical Context and/or to Critical Multicultural Education
• Experiences as an Individual and as a Member of Social Identity Groups
• Experiences as a Student and as a Teacher

Articulation of Equity Teaching Philosophy through
Critical Reflection, Analysis, and Synthesis

• Most Significant Experiences Influencing Understanding of How and Ability to Apply Concepts of Equity and Social Justice as Central Components of Multicultural Education to Teach All Students

• Make Connections to Class Discussions
• Make Connections to Course Materials
• Make Connections Additional Evidence-Based Academic Materials

• EITHER include 3 ideas from the following options and 3 other relevant ideas that are uniquely your own
• OR include 5 ideas from the following options and 1 other relevant idea that is uniquely your own

• Personal experiences of privilege and/or marginalization in a local (U.S.-based) and/or global (extra-U.S.) context growing up/in school.
• Academic understandings of privilege and/or marginalization in a local (U.S.-based) and/or global (extra-U.S.) context based on a literature review you conduct.
• Family experiences, Peer group experiences, Professional experiences, Travel experiences, Recreational interests, Vocational interests, Hobbies, and/or Other relevant experiences/interests.
• Prejudices you hold about students, their families, and/or their communities.
• Prejudices you have experienced your teachers holding about you as a student, your family, and/or your communities.
• Efforts you have made:
  • to unlearn prejudices, deficit perspectives, and/or discriminatory inclinations
• to learn how to teach in manners that center students’ assets and that are otherwise broadly culturally relevant and responsive
• to develop the disposition to teach for equity and social justice, and through multicultural education in a sociopolitical context and/or to critical multicultural education
• to build your prowess to teach all students well through curriculum revision and/or development, lesson plan modifications and/or accommodations, pedagogical changes and/or variation, assessment and/or evaluation practices

Conclusion

Self-assessment of the extent to which you believe that, through the development of your Equity Teaching Philosophy, you have achieved the assignment objectives and the corresponding UULOs [See sections A and B above].

F. RUBRIC FOR MID-POINT AND END-POINT ASSESSMENT OF PAPER

<table>
<thead>
<tr>
<th>Total Points: 50</th>
<th>Target (9-10 points)</th>
<th>Acceptable (7-8 points)</th>
<th>Needs Attention (6-0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Writing</td>
<td>College level writing, minor or no grammatical or mechanical errors; ideas flow smoothly and are easy to follow; headings are helpful and transitions are smooth; appropriate use of relevant academic language is evident; the paper has been carefully proofread and, where relevant (end-point), feedback has been carefully incorporated.</td>
<td>College level writing with some grammatical errors and/or mechanical errors; ideas may be somewhat hard to follow; headings are somewhat helpful and transitions are somewhat smooth; appropriate use of relevant academic language is beginning to appear; the paper has been proofread in a cursory fashion and, where relevant (end-point), feedback has been partially incorporated.</td>
<td>Not yet college level writing; many grammatical and technical errors; ideas are hard to follow; there are no headings and transitions are not made; little or no use of relevant academic language; the paper has not been proofread and, where relevant (end-point), feedback has not been incorporated.</td>
</tr>
<tr>
<td>APA Format</td>
<td>Paper format is correct (margins, headers, headings, fonts, spacing). In-text citations and references are correct and complete (all course materials and 3-5 additional evidence-based academic sources). Title page, abstract page, and references page are included and formatted correctly.</td>
<td>Paper format has 1-2 errors. There are incorrect or missing citations/references. There is an incorrectly formatted and/or there is a missing page.</td>
<td>Paper format has 3 or more errors. There are no citations/references. There is no cover, abstract or references page.</td>
</tr>
<tr>
<td>Reflection on, Analysis of, and Synthesis of Graphic, Definition, Multicultural Education is a Sociopolitical Context or Critical Multicultural Education, Individual and Group Experiences, Experiences as a Student and as a Teacher, Class Discussions, Course Materials, and Additional Evidence-Based Academic Materials</td>
<td>All elements are included; all elements are blended together in a developmentally progressive fashion (e.g., the graphic connects to the definition; the definition relates to personal and/or group experiences; student experiences relate to class discussions; teaching experiences connect to evidence-based academic materials, etc.). Reflection, analysis, and synthesis are evident and substantive and comprehensive.</td>
<td>Most elements are included; most elements are blended together in a developmentally progressive fashion (e.g., some connections/relationships between and across elements are made). Reflection, analysis, and synthesis are somewhat evident and somewhat robust.</td>
<td>Most elements are not included; elements are discussed in isolation of one another and there is no developmental progression from one to another (e.g., no connections/relationships between and across elements are made). Reflection, analysis, and synthesis are superficial or not at all evident.</td>
</tr>
<tr>
<td>Reflection on, Articulation of, and Synthesis of Most Significant Experiences Influencing Understanding of How and Ability to Apply Concepts of Equity and Social Justice as Central Components of Multicultural Education to Teach All Students</td>
<td>Ample significant experiences are articulated and discussed intellectually and practically—theory to practice, thought to action, etc., are thoughtfully shared and meaningfully described.</td>
<td>Some significant experiences are articulated and discussed either intellectually or practically—connections between theory and practice, thought and action, etc., are shared in a somewhat cursory fashion and/or described somewhat robustly.</td>
<td>No significant experiences are articulated; discussion of insignificant experiences is not sufficiently intellectual or practical—connections between theory and practice, thought and action, etc., are not shared and/or described or are done superficially.</td>
</tr>
<tr>
<td>Overall Achievement of Assignment</td>
<td>Achievement of assignment objectives and UULOs is clear and</td>
<td>Achievement of assignment objectives and UULOs is somewhat</td>
<td>Achievement of assignment objectives and UULOs is not</td>
</tr>
<tr>
<td>Objectives/UU LOs</td>
<td>appreciative.</td>
<td>clear and appreciative or partial.</td>
<td>evident or obviously absent.</td>
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References


### APPENDIX D

**MILESTONE EXPERIENCES AND UULOS**

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<tr>
<th><strong>Milestone Experience</strong></th>
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<tr>
<td>UULOs have been integrated into milestone experiences through ASCP in EDSC311 and culminating experiences through eportfolios in EDSC481. All secondary teacher education students now compile a final e-portfolio as a capstone experience. Secondary teacher education faculty are involved in the presentation and evaluation of these portfolios. Additionally EDU280 Diversity Values course is being revised to include an assignment that assesses students’ diversity knowledge, skills, and dispositions based on UULOs.</td>
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The milestone experiences for the Secondary Education program were developed and piloted in parts during the spring 2014 semester. Based on the 3-year Secondary Education Assessment Plan, in fall 2014 and spring 2015 students enrolled in their Practicum 1 block completed two semester-long assignments that address the specific UULOs for which the milestone is supposed to address explicitly: **Inquiry and Critical Thinking** through the Analysis of Content Standards and Practice (ACSP) and **Communication** through the Weekly Reflective Journaling process. At the Practicum 1 Orientation (In August 2014 and January 2015) students were given an overview of the program and program requirements as well as specific degree requirement that are concomitant with entrance to the Secondary Education major.

The two assignments detailed below were developed based on the UULOS and the milestone course development mini-grant workshops. Secondary students address **UULO 2 Inquiry and Critical Thinking with Analysis of Content Standards and Practice (ACSP)**. The thinking that goes into the effective assessment and planning of instruction is going to become overt, explicit and drawn out in this project so that the connection between assessment of teaching and learning and planning instruction that is content focused and culturally relevant is both evidenced and troubled. Students will be able to utilize a particular educational "perspective" or philosophy (utilizing library research as support) as an additional lens through which they will process their analysis and try to understand how standards and philosophy may or may not have parallel aims and implications, and what that means for PK-12 students.

Secondary students address **UULO 3 Communication with the incorporation of a weekly Practicum Journal** that will have three foci: 1) be a place where the practicum students begin negotiating their teacher identify, in many ways learning to communicate like a teacher, 2) be a place where the practicum students develop communication skills with each of their specialized subject area and grade level cohorts, and 3) be a place where the students begin to grow the reflective apparatus of a strong teacher, grappling with critique and feedback and understanding the assessment and planning process. The journal will also be thematic in that the weekly journal activities will also align to course readings found in the EDSC 323 Teaching and Learning in the Secondary Classroom (a corequisite course to EDSC 311). This assignment will be processed and submitted via WebCampus Discussions, each school cohort will have its own discussion board in WebCampus.
**UULOs Assessment Plan (Must assess one per year)**

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<tr>
<td>1. Intellectual Breadth and Lifelong Learning</td>
<td>Develop rubric for assessing via e-portfolio (Culminating)</td>
<td>Pilot rubric for assessing via e-portfolio (Culminating)</td>
<td>Implement assessing via e-portfolio (Culminating)</td>
<td></td>
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<tr>
<td>2. Inquiry &amp; Critical Thinking</td>
<td>Milestone: EDSC311 Analysis of Content Standards and Practice (P1)</td>
<td>Milestone: EDSC311 Analysis of Content Standards and Practice (P1)</td>
<td>Milestone: EDSC311 Analysis of Content Standards and Practice (P1)</td>
<td>Milestone: EDSC311 Analysis of Content Standards and Practice (P1)</td>
</tr>
<tr>
<td>5. Citizenship and Ethics</td>
<td>Secondary Program Committee considers where this UULO is best assessed.</td>
<td>Pilot assessment in various appropriate courses and experiences.</td>
<td>Pilot assessment in various appropriate courses and experiences.</td>
<td>Implement assessment of UULO #5.</td>
</tr>
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