

Annual Assessment Report UTEC AY 2022-23

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Program

Undergraduate Teacher Credentialing Programs

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Mission Statement

No changes.

The Undergraduate Teacher Education Center fosters a culture of collaborative learning and critical pedagogies, preparing tomorrow's teachers to thrive in urban classrooms and to be agents of social justice in their communities.

PLOs

No changes.

Students will:

1. Discuss the California primary or secondary education system
2. Navigate the teacher preparation process
3. Employ effective teaching practices in primary or secondary educational settings
4. Design lessons that intertwine social justice engagement and subject matter competence

Current Curricular Map

No changes.

	Courses		
Program Learning Outcomes	Introduction to the Teaching Profession (INTD 110)	First Fieldwork (INTD 385, 387)	Second Fieldwork (INTD 386, 387)
1. Discuss the California primary or secondary education system	Beginning	Intermediate	Advanced
2. Navigate the teacher preparation process	Beginning	Advanced Beginning	Intermediate
3. Employ effective teaching practices in primary or secondary educational settings		Beginning	Intermediate
4. Design lessons that intertwine social justice engagement and subject matter competence		Beginning	Intermediate

PLO Assessed in this Report

PLO 3. Employ effective teaching practices in primary or secondary educational settings

PLO Assessed Since Last APR (UTEC APR completed 2022)

PLO 1. Discuss the California primary or secondary education system (2021-22)

PLOs To Assess in Future (UTEC APR next due 2030)

PLO 2. Navigate the teacher preparation process (Planned for 2023-24)

PLO 4. Design lessons that intertwine social justice engagement and subject matter competence (Planned for 2024-25)

PLO 1. Discuss the California primary or secondary education system (Planned for 2025-26)

PLO 2. Navigate the teacher preparation process (Planned for 2026-27)

PLO 3. Employ effective teaching practices in primary or secondary educational settings (Planned for 2027-28)

PLO 4. Design lessons that intertwine social justice engagement and subject matter competence (Planned for 2028-29)

Continued Assessment of Last Year's "[Relationship, Relevance, and Rigor](#)" as it Relates to the California Teaching Performance Assessment (TPA)

Under the "Future Plans in Response to Results" section of UTEC's assessment report for 2021-22, we stated:

To close the loop on this assessment, we are interested in applying some of the principles from this rubric to this year's cohort of [UTEC Spring 2023] seniors. As part of a pilot, these students are taking [Cycle 1 of the California Teaching Performance Assessment \(CalTPA\)](#) as part of their second undergraduate Fieldwork course. This is a pilot because both cycles of the CalTPA have traditionally been completed in the fully graduate/professional year after students graduate with their bachelors' degrees.

How are these advanced students considering relationship, relevance, and rigor in concrete terms of a delivered lesson? Will we be able to see ways that rigor is brought in? With this small sample of a lesson, will relationship be evident? In the end, might relevance be the most salient category in these lessons?

Methodology

Direct Assessment

As planned in the last assessment cycle, UTEC program staff examined the UTEC Spring 2023 Fieldwork II students' lessons for this report. The team made one adjustment: as a result of student feedback from the Fall 2022 TPA pilot and Spring 2023 student concerns, UTEC determined that we would not require the above-mentioned cohort of UTEC Spring 2023 Fieldwork II seniors to complete an official Cycle 1 TPA. Rather, these seniors were required to complete "pre-TPA" assignments in their fieldwork class, which included creating a lesson plan based on the CalTPA template (see [Appendix B](#)) or SFUSD's lesson template. They were also required to record this lesson in their fieldwork placement classroom.

The seven senior students' lessons we assessed were enrolled in a section of UTEC Fieldwork Multiple Subject (MS) in Spring 2023. The seven students were in their second undergraduate fieldwork placement and assigned to work with a mentor teacher in either a first- or second-grade elementary school classroom. All seven students received an "A" in UTEC Fieldwork MS.

MS Fieldwork instructor Nicole Franceschi provided the UTEC team with a selection of work products related to six of the senior students' Fieldwork II "pre-TPA" assignments (the seventh student's work products were not available, but the student did receive an "A" for the class). The below table indicates which work products were assessed; some technical availability issues prevented assessments of all pieces. Note that students did turn all pieces in to their fieldwork instructor.

Student	Written Lesson Plan	Video Recording of Lesson
Student 1	Not Available	Yes
Student 2	Not Available	Yes
Student 3	Yes	Not Available
Student 4	Yes	Not Available
Student 5	Yes	Not Available
Student 6	Yes	Yes

Each lesson was assessed according to the below rubric.

Indirect Assessment

The UTEC Spring 2023 Fieldwork II seniors were required to complete a survey at the end of their fieldwork class about the “pre-TPA” experience. This survey was based on the survey UTEC developed for Fall 2022 Fieldwork II students, who were not required to fill out the survey, so the data received for F22 was limited. Results of the survey can be found [here](#).

Rubric (see [Appendix C](#) for completed rubric)

	Missing	Beginning	Intermediate	Advanced
Connects lesson to prior learning and establishes clear learning expectations during the lesson. [From CalTPA Rubric 1.5—Step 2 Teach and Assess, Connects to Relevance and Rigor]		Attempts to connect the lesson to prior learning and/or establishes vague learning expectations during the lesson.	Purposefully supports students in making connections between prior content learning and establishes clear learning expectations.	Teacher and student dialogue (e.g., discussion, questions and answers, sharing ideas) clearly leads to deep learning of new content in relation to prior learning.
Actively engages and monitors student learning. [From CalTPA Rubric 1.6—Step 2 Teach and Assess, Connects to Rigor and Relationship]		Engages students in passive learning of content during the lesson (e.g., candidate primarily talks throughout the lesson while students listen or take notes).	Engages students in deep learning/higher-order-thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer) about content and monitors student understanding	Engages students in deep learning/higher-order-thinking and provides students opportunities to actively develop their own understandings linked to learning goal(s).

	Missing	Beginning	Intermediate	Advanced
			throughout the lesson.	
Demonstrates effective teaching overall in terms of relevance, relationship, and/or rigor. [From last UTEC assessment rubric, Connects to Rigor, Relevance and Relationship]		Demonstrates effective teaching in terms of relevance, relationship, and/or rigor. (demonstrate 1 of 3)	Demonstrates effective teaching in terms of relevance, relationship, and/or rigor (demonstrate 2 of 3).	Demonstrates effective teaching in terms of relevance, relationship, and rigor. (synthesis; demonstrate all 3)

Results and Significant Findings

We were inspired by the lessons that many of our seniors delivered. Despite some ongoing, self-reported frustration with the constraints of the TPA process (even with the shift with this cohort to making submission to the State optional), students' lessons were impressive in terms of rigor, relevance, and relationship.

Based on these findings, we see this as a successful pilot and we are excited to make the modified "pre-TPA" process (developed by Director Mary Coen and the faculty for the course) a central part of the Fieldwork II classes for both multiple and single subject candidates. We see this as an effective "cornerstone" project articulating between the undergraduate and graduate portions of our curriculum while also addressing *all* of our PLOs.

To dig into the particulars, it is worthwhile to highlight some of our findings (detailed notes are available in [this attached document](#)):

- There are many examples of effective teaching in the videos that we received. These videos show strong classroom management techniques and student rapport (relationship), clear instructions, excellent and consistent call-backs to previous learning (rigor/relevance), strong use of tools such as measurement

cubes, games, and overhead projection to demonstrate problem-solving, and thoughtful attention paid to the needs of students with learning differences/English language learners (relationship/relevance). Candidates also consistently checked for understanding (rigor/relationship).

- Most students with written lesson plans clearly linked lessons to curricular standards (rigor), and included specific examples/actions of effective teaching, which mirror the above examples from the videos (relationship/relevance).
- For most videos and lesson plans, the structure/scaffolding was solid and explicit: learning objectives were clear, the lesson activity reinforced these objectives, and the assessment of student learning was clear and meaningful.
- There were two weaker lessons which shared a commonality in that they did not articulate the learning objectives for the activity, not providing students with the “why” or tying it more clearly to prior learning and higher-order thinking. Perhaps these elements were addressed outside of the presented material. The activities for both of these lessons were engaging, but needed to strengthen connections and articulation of goals.

Future Plans in Response to Results

This multi-year process of assessment has been particularly meaningful for UTEC and our students, because we have been focusing on an area of curricular development in response to a state mandated process (TPA) that some students have struggled with in the past.

Based on the process of feedback from students and assessment of their work products, we have moved from a pilot through a process of refinement to a new and streamlined project in our Fieldwork sequence that will serve as a cornerstone in our students’ ongoing professional development.

Appendix A

Feedback from Last Assessment Report and Program Response

2021-2022 Yearly Assessment Report FEEDBACK (from Jack Lendvay)

Certification in Undergraduate Teacher Credential

College of Arts and Sciences (CAS)

Dear UTEC Faculty,

Allow me first to thank you for submitting the 2021-2022 Assessment Report. Given the mix of modalities used last academic year, it is very much appreciated that you maintained your assessment program. I do hope the process continued as a learning experience, some elements of which will continue to guide your program as we return to our altered normal.

In this response, I offer you feedback in the spirit of working together and, if applicable, to help see new and better paths for teaching and learning, and to help the College and USF as a whole meet and exceed the accreditation agency's and outside reviewers' expectations. As always, my intent is to be constructive and respectful. Please don't hesitate to engage in a conversation with me or to ask for any clarification or help I might provide.

As in the past, the Certification in Undergraduate Teacher Credential has submitted a thorough report on time allowing for the greatest effort to review and provide feedback to your department. Your timeliness is greatly appreciated and acknowledged in this report.

In this report, you chose to assess your PLO #2, "Navigate the teacher preparation process." This assessment was performed by evaluating a final reflection paper in the introductory course, INTD-110. It is not clear who performed the assessment, but I would presume it was the course instructor. They utilized a standardized rubric to complete this assessment. Given this process, I do have two suggestions for your faculty to consider. First, if not already done, the assessment is strengthened by having a small group of faculty assess the student work product as this reduces any bias from the course instructor. Second, conducting the assessment in an introductory course limits your understanding of the achievement of your PLO. The PLO is written to describe the level of student learning at the culmination of the program, so while you gain valuable information by the method you used, it doesn't really assess if your program successfully taught the PLO.

I very much appreciate that you are also considering assessment with a group of seniors in your future plans.

Summary

The Certification in Undergraduate Teacher Credential has developed and executed an effective assessment program. Well Done!

Appendix B

CalTPA Suggested Lesson Plan Template

Go [here](#) to see template.

Appendix C

Completed Rubric

	Missing	Beginning	Intermediate	Advanced
Connects lesson to prior learning and establishes clear learning expectations during the lesson. [From CalTPA Rubric 1.5—Step 2 Teach and Assess, Connects to Relevance and Rigor]	ST4	Attempts to connect the lesson to prior learning and/or establishes vague learning expectations during the lesson.	Purposefully supports students in making connections between prior content learning and establishes clear learning expectations. ST1	Teacher and student dialogue (e.g., discussion, questions and answers, sharing ideas) clearly leads to deep learning of new content in relation to prior learning. ST2, ST3, ST5, ST6
Actively engages and monitors student learning. [From CalTPA Rubric 1.6—Step 2 Teach and Assess, Connects to Rigor and Relationship]	ST1	Engages students in passive learning of content during the lesson (e.g., candidate primarily talks throughout the lesson while students listen or take notes). ST4	Engages students in deep learning/higher-order-thinking (i.e., analysis, synthesis, evaluation, interpretation, transfer) about content and monitors student understanding throughout the lesson.	Engages students in deep learning/higher-order-thinking and provides students opportunities to actively develop their own understandings linked to learning goal(s). ST2, ST3, ST5, ST6
Demonstrates effective teaching overall in terms of relevance, relationship,	ST4	Demonstrates effective teaching in terms of relevance, relationship, and/or	Demonstrates effective teaching in terms of relevance, relationship, and/or rigor	Demonstrates effective teaching in terms of relevance, relationship, and rigor. (synthesis; demonstrate all 3)

	Missing	Beginning	Intermediate	Advanced
and/or rigor. [From last UTEC assessment rubric, Connects to Rigor, Relevance and Relationship]		rigor. (demonstrate 1 of 3)	(demonstrate 2 of 3). ST1	ST2, ST3, ST5, ST6