

Annual Assessment Report UTEC AY 2023-24

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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)

PLO 3. Employ effective teaching practices in primary or secondary educational settings (2022-23)

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

PLO 2. Navigate the teacher preparation process (Planned for 2024-25)

PLO 4. Design lessons that intertwine social justice engagement and subject matter competence (Planned for 2025-26)

PLO 1. Discuss the California primary or secondary education system (Planned for 2026-27)

PLO 2. Navigate the teacher preparation process (Planned for 2027-28)

PLO 3. Employ effective teaching practices in primary or secondary educational settings (Planned for 2028-29)

Methodology

Direct Assessment

UTEC program staff examined UTEC Spring 2024 Fieldwork students' practicum reflections for this report.

The 21 students we assessed were enrolled in their co-requisite UTEC Fieldwork practicum sections in Spring 2024 (one for Multiple Subject [MS] and one for Single Subject [SS] students). The students were a mix of first and second undergraduate fieldwork placements and assigned to work with a mentor teacher in grades ranging from Kindergarten to High School.

Fieldwork practicum instructors devised five questions for students to reflect on for a minimum of 10 weeks. Students were required to answer at least one weekly question and rotate the questions they answered over the course of the 10 weeks. The questions have students reflect on different Teaching Performance Expectations (TPEs) adopted by the Commission on Teacher Credentialing in June 2016. Per the Learning Policy Institute's report *Educating Teachers in California: What Matters for Teacher Preparedness*, "TPEs delineate specific teaching practices, aligned with the state's teaching standards, that beginning teachers should have the opportunity to learn during their teacher preparation through coursework and clinical experiences (i.e., opportunities for hands-on practice in authentic educational settings)." The questions are listed below with the TPEs that most align with their content.

Question 1

Briefly describe an observation you have made about one of your students. This might include something about this student's learning style. Is it a learning difference (strength or challenge) or perhaps some social skills (strength or challenge) that you would want to learn more about?

TPE 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

TPE 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and made accommodations and/or modifications as needed to promote student access to the curriculum.

Question 2

Connecting to your students, where they are in terms of learning as well as emotional development is key. How have you identified a connection opportunity for your students this week and what have you done to take advantage of that opportunity?

TPE 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

TPE 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

TPE 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Question 3

Your self-reflections, coupled with feedback you may be receiving, will inform your growth as a teacher over time. What tools or strategies are you discovering that can help you measure your own progress?

TPE 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

Question 4

Assessing student needs (learning and social emotional) is an essential part of a vibrant teaching practice. Have you been able to identify ways to assess student progress in the midst of a particular lesson? If yes, how has this formative assessment impacted what and how you were teaching a given skill or lesson? Or how have you observed/discussed with your mentor teacher ways that progress is evaluated?

TPE 5.1 Apply knowledge of the purposes, characteristic, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

TPE 5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

Question 5

Efficient routines and time management are an important (even if invisible) aspect of delivering a lesson that connects with students. What kinds of strategies are you observing from your mentor and to what extent have you been able to try any of these in your own developing teaching practice?

TPE 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Rubric (See [Appendix A](#) for completed rubric).

	Missing	Beginning	Intermediate	Advanced
Detail. Lessons provide concrete details, attention to specifics, and experiential particulars [Cal TPEs 1.1, 1.3, 4.7]		Provides relevant lesson details and attempts to engage students experientially.	Purposefully provides lesson specifics and experiential learning activities	Teacher and student dialogue (e.g., discussion, questions and answers, sharing ideas) to clearly connect new experience with prior learning.
Principle. Lessons connect learning to meaning (from “What?” to “So What?”). [From Cal TPEs 1.1, 1.3, 1.8, 3.2, 4.7, 5.1, 5.3]		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.	Engages students in deep learning/higher-order-thinking and provides students opportunities to actively develop their own understandings linked to learning goal(s).
Self Reflection and Behavior Management. Student demonstrates thoughtful analysis of their role in the classroom and their behavior management skills. [Cal TPEs 2.6, 6.1]		Engages in minimal self reflection.	Engages in a variety of self-reflection techniques to improve teaching.	Demonstrates deep understanding of self in the context of the classroom and in interactions with students.

Results and Significant Findings

- Overall, students were thoughtful and observant in their reflections. Many students identified areas of growth, which speaks to a higher level of self-knowledge.
- The team could often tell the difference between Fieldwork I and Fieldwork II students. Fieldwork II students tended to provide more details in their reflections and a higher level of skill application. This is understandable. However, just because some students are assessed as “Beginning,” it isn’t necessarily a deficit, but a result of where they are in their learning.
- The more detailed reflections were assessed to be more advanced, even if the student was just describing what their Mentor Teacher was doing in the classroom. The ability to identify skillful techniques and interventions helped fieldwork students recognize practices that they could emulate to good effect.
- There was variety between students explaining classroom techniques and implementing them themselves. Students generally had excellent powers of observation, with varying degrees of confidence to try the techniques themselves. This is completely appropriate for beginning teachers.
- A noticeable number of SS Fieldwork II students weren’t as advanced as expected, given this is their second placement. Their reflections tended to be more superficial, particularly in the areas of student assessment. These students were all about to graduate on the undergraduate level, so have a lot of content under their belt. It’s hard to tell if they actually lacked depth of understanding or they were experiencing a bit of “senioritis” in writing their reflections, as we discovered students had to write reflections for their fieldwork courses as well (not just for the practicum).
- Alternatively, a few SS Fieldwork II students were very advanced in their thinking, analysis, and observations.
- The team also noticed there was a wider range of skill levels/self analysis in the Single Subject fieldwork students than in the Multiple Subject students. The Single Subject fieldwork instructor was brand new, so this may have had some effect on the depth of the reflections.
- Some fieldwork students put minimal effort/description into their reflections, so were assigned a “Missing” designation. This does not necessarily mean their fieldwork itself was without learning or merit; the team could only read into the scant reflections offered, however.

Future Plans in Response to Results

We see strong benefit from assessment as a core component of fieldwork classes as this is a critical moment for candidates to put their learning into practice. This is particularly valuable when the models of reflection are grounded in the state standards, the TPEs, that students will be using to evaluate their own teaching practice as part of the culmination of their graduate credential work.

While students did not directly engage with the language of the TPEs in their reflections, these were the implicit framework for each of their questions, a practice that we plan to take forward.

We have already made changes in light of this assessment. Surprised by the number of “scant” reflections, we reached out to the fieldwork instructors (focused on the weekly on-campus class) and practicum instructors (focused on the field experiences in SFUSD schools). We discovered that students were writing weekly reflections for EACH of these components of what should be a single, unified class.

To facilitate thoughtful, productive reflection, we have moved the reflection solely into the on-campus class. This will be complemented by the practicum assessment which is grounded in direct observation of a candidate lesson and a midterm evaluation from the cooperating teacher in SFUSD.

We will continue to find ways to connect state standards to what we are assessing; it is best to continue to evaluate UTEC PLOs in light of state standards. This will prepare students with the perspectives and self-reflective skills for their graduate credential work in TPA cycle 1 & 2, where they reflect on their teaching practice for the state.

Appendix A

Completed Rubric

	Missing	Beginning	Intermediate	Advanced
Detail. Lessons provide concrete details, attention to specifics, and experiential particulars [Cal TPEs 1.1, 1.3, 4.7]	2	Provides relevant lesson details and attempts to engage students experientially. 7	Purposefully provides lesson specifics and experiential learning activities 4	Teacher and student dialogue (e.g., discussion, questions and answers, sharing ideas) to clearly connect new experience with prior learning. 8
Principle. Lessons connect learning to meaning (from “What?” to “So What?”). [From Cal TPEs 1.1, 1.3, 1.8, 3.2, 4.7, 5.1, 5.3]	3	Attempts to connect the lesson to prior learning and/or establishes vague learning expectations during the lesson. 6	Purposefully supports students in making connections between prior content learning and establishes clear learning expectations. 4	Engages students in deep learning/higher-order-thinking and provides students opportunities to actively develop their own understandings linked to learning goal(s). 8
Self Reflection and Behavior Management. Student demonstrates thoughtful analysis of their role in the classroom and their behavior management skills. [Cal TPEs 2.6, 6.1]		Engages in minimal self reflection. 7	Engages in a variety of self-reflection techniques to improve teaching. 5	Demonstrates deep understanding of self in the context of the classroom and in interactions with students. 9