

## Undergraduate Teacher Credentialing Programs

### Undergraduate Teacher Education Center ASSESSMENT REPORT ACADEMIC YEAR 2018-2019

#### I. LOGISTICS

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1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

**Michael Rozendal, UTEC Academic Director, marozendal@usfca.edu**

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) a Major and Minor aggregated report (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

#### **Special Program - Undergraduate Teacher Credentialing Programs**

3. Please note that a Curricular Map should accompany every assessment report. Have there been any revisions to the Curricular Map?

**No changes. See Supporting Document.**

#### II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor programs

### **Mission Statement (Major/Graduate/Certificate):**

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.**

4. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2018? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: It is expected that PLOs will vary in level of mastery between different programs in the same discipline (e. g., a major and minor in the same subject area). Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, [gamson@usfca.edu](mailto:gamson@usfca.edu)). Minor editorial changes are not required to go through the College Curriculum Committee.

### **PLOs (Major/Graduate/Certificate):**

No changes.

**Upon completion of the program, UTEC students will be able to:**

- 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.**
5. State the particular program learning outcome(s) you assessed for the academic year 2018-2019.

What rubric did you use?

The Role of Rubrics

The rubric is the single most important thing you need for assessment, and putting time and thinking into designing a good rubric is going to make the entire process a lot easier, faster, and meaningful. Your rubric should break down your chosen PLO into the smallest measurable components, so that the assessment of each piece of work becomes linear and easy, and the calibration among different faculty assessing more objective. If you still have to debate a while whether that one line of the rubric has been fulfilled or not, chances are your rubric item is still an aggregate and can be broken down further into smaller components. Once you have made a detailed rubric, then not only the “grading” work will be faster and straightforward, but at the end of it you will have data that is significantly more meaningful. For example, some parts of the PLO may be in tiptop shape while others may need to be massaged or tweaked, with more attention given to that particular item in class. Conversely, your data may show you that the PLO itself is not what you thought it should be—it may be that it

duplicates something other PLOs include or that a crucial part of what you teach is getting lost in the cracks between your PLOs. So do make sure that the rubric is as detailed and thorough as you possibly can manage (a short rubric in fact makes the grading longer, as counterintuitive as that seems).

**PLO(s) being assessed (Major/Graduate/Certificate):**

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

### III. METHODOLOGY

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Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a score for responses to those questions.”

Important Note – WSCUC advises us to use “direct methods,” which consist of a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

**Methodology used (Major/Graduate/Certificate):**

**Students’ overall performances during their fieldwork placements were assessed by their assigned Fieldwork Mentor using a Google form at the end of the semester (Fall 2018). The form/rubric assessed the students using the following statements:**

- 1. Mentee demonstrates punctuality in schedule visits and completion of duties.**
- 2. Mentee maintains appropriate grooming and attire.**
- 3. Mentee responds to the needs of the students appropriately.**

4. Mentee acknowledges and respects cultural differences, when presented.
5. Mentee acknowledges and resolves conflicts with a positive attitude.
6. Mentee is receptive to feedback provided by her/his mentor and/or staff.
7. Mentee takes initiative to assist the mentor and students, when appropriate.
8. Mentee asks questions to acquire greater knowledge of teaching and classroom management techniques and strategies.
9. Mentee incorporates feedback and learning experiences to improve personal performance and professional competency.
10. Mentee's overall performance meets or exceeds expectations.

The fieldwork placements for 15 students completing either their first or second fieldwork experience in a secondary school setting.

#### IV. RESULTS & MAJOR FINDINGS

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What are the major takeaways from your assessment exercise?

This section asks you to highlight the results of the exercise. Pertinent information here would include:

- a. how well students mastered the outcome at the level they were intended to,
- b. any trends noticed over the past few assessment cycles, and
- c. the levels at which students mastered the outcome based on the rubric used.

To address this question, among many other options, one option is to use a table showing the distribution.

**Results (Major/Graduate/Certificate):**

**Rubric Scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always**

#### Undergraduate Fieldwork Placement I

	Punctuality	Appropriate Grooming & Attire	Responds to Student Needs	Respects Cultural Differences	Resolves Conflicts	Receptive to Feedback	Takes Initiative	Asks Questions	Incorporates Feedback & Learning Experiences	Overall Performance

Student 1	5	5	4	5	5	5	4	5	5	5
Student 2	5	5	4	4	4	3	4	3	4	4
Student 3	5	5	5	5	4	See Notes	5	5	5	5
	Punctuality	Appropriate Grooming & Attire	Responds to Student Needs	Respects Cultural Differences	Resolves Conflicts	Receptive to Feedback	Takes Initiative	Asks Questions	Incorporates Feedback & Learning Experiences	Overall Performance
Student 4	5	5	5	5	5	5	5	5	5	5
Student 5	4	5	4	4	5	5	4	3	5	4
Student 6	5	5	5	5	5	5	4	5	5	5
Student 7	5	5	5	5	3	5	4	3	5	4
Student 8	5	5	5	5	5	5	5	5	5	5
Student 9	5	5	3	See Notes	5	5	3	4	5	4
Student 10	4	5	4	5	3	5	4	4	5	5
Student 11	5	5	5	5	5	5	5	4	4	4
Student 12	4	5	5	5	5	5	4	5	5	4

### Undergraduate Fieldwork Placement II

	Punctuality	Appropriate Grooming and Attire	Responds to Student Needs	Respects Cultural Differences	Resolves Conflicts	Receptive to Feedback	Takes Initiative	Asks Questions	Incorporates Feedback and Learning Experiences	Overall Performance
Student 13	5	5	4	5	5	5	4	5	5	5
Student 14	5	5	5	5	See Notes	5	5	5	5	5
Student 15	5	5	5	5	5	5	5	5	5	5

#### Notes:

- Student 3 -- (Receptive to Feedback) No evaluation and/or reason for not evaluating was given.
- Student 9 -- (Respects Cultural Differences) Cultural Differences did not arise during the student's placement, so evaluation wasn't applicable.

- **Student 14 -- (Resolving Conflicts) Conflicts did not arise during the student's placement, so evaluation wasn't applicable.**

**Overall, the students in both fieldwork placements I and II demonstrated effective teaching practices and met the learning outcome with this particular experience in the program.**

**While all the students in both fieldwork placement I and II met and/or exceeded the learning outcome, we can see a jump in the rubric of the overall performance from the first year to the second. The top area for improvement in the Fieldwork Placement I was "Asking Questions" where a good portion of students received average scores. Compared to those students in Fieldwork Placement I, it would seem that Fieldwork Placement II helped improve the students' overall performance in all rubric categories.**

## **V. CLOSING THE LOOP: ACTION PLAN BASED ON ASSESSMENT RESULTS**

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1. **Based on your analysis in Section 4, what are the next steps that you are planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require any changes to be implemented in the next academic year itself.**

### **Closing the Loop (Major/Graduate/Certificate):**

**Given that the results show a high level of mastery for the overall performance over the course of two fieldwork experiences, significant changes to the course are not needed. Perhaps, to improve the communication and questions among Mentor and Mentee, we could implement an online system for students to pose questions to their Mentors without taking too much class time away from the Mentor.**

2. **What were the most important suggestions/feedback from the FDCCD on your last assessment report (for academic year 2017-2018, submitted in October 2018)? How did you incorporate or address the suggestion(s) in the more recent assessment discussed in this report?**

### **Suggestions (Major/Graduate/Certificate):**

**Last report assessed a different learning outcomes.**

The feedback and suggestions given on the previous report proposed we assess “student work produced later in the program that could provide a fuller sense of the program’s impact on student learning.” By assessing the students both in their first and second fieldwork placements, we can see the impact on the students learning as they move from their first placement to their second.

## VI. BIG PICTURE

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What have you learned about your program from successive rounds of assessment? Is a picture of the whole program starting to emerge? For example, what areas of strength have emerged? What opportunities of improvement have you identified?

### **Big Picture (Major/Graduate/Certificate):**

Fieldwork is a central part of the UTEC program; a place where theory meets practice. This is particularly critical for the early deciders in the UTEC programs. This is a chance for them to grow and see models of professional challenges and successes.

Fieldwork is particularly useful for these students because it gives real-world grounding for the principles that they are learning in their graduate courses. For our undergraduates, this repeated engagement with classroom settings is crucial.

Our fieldwork program places students into two different settings and grade levels to give them a sense of the breadth of possibilities in education. This might help explain the increase in questioning in their second placement. We see the long-term impact of their situation-based learning, their increasing confidence, and the accumulation of knowledge in their School of Education classes as well.

## VII. Feedback to your Assessment Team

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What suggestions do you have for your assessment team (the Faculty Directors of Curriculum Development and the Associate Dean for Academic Effectiveness)? What can we do to improve the process?

None.

## ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

### Undergraduate Teacher Education Center Curriculum Map 2019

	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