

Annual Assessment Report UTEC AY 2021-22

Report due date: Tuesday, November 1, 2022

Program

Undergraduate Teacher Credentialing Programs

Name and Contact Information for Faculty and Director

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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

PLO Assessed in this Report

1. Discuss the California primary or secondary education system

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 Since Last APR

PLO 3. Employ effective teaching practices in primary or secondary educational settings (2017-18 and 2018-19)

PLO 2. Navigate the teacher preparation process (2019-20)

PLO 4. Design lessons that intertwine social justice engagement and subject matter competence (2020-21)

Note: Currently in the midst of APR, including external reviewer visit in November 2022, so no future PLO assessment plan yet created.

Methodology

Sixteen final reflection papers from INTD 110 Introduction to the Teaching Profession were reviewed. For the assignment, students reflected on:

- Removing obstacles in schools to promote equity
- Rigor, Relevance, and Relationship (based on article “Rigor, Relevance and Relationships” by Raymond McNulty and Russell Quaglia, from *The School Administrator*, 2007)
- School-to-Prison Pipeline
- Guiding Stars: The overarching principles/values that guide their teaching

Each paper was assessed according to the below rubric.

Rubric (see end of report for completed rubric)

	Missing	Beginning	Intermediate	Advanced
Evaluate California education system (either in general or specific classes) in light of equity.		Point to a concern around equity as a frame for understanding education (theory)	Articulate ways that equity could be addressed for students or teachers (application)	Actively bridge between equity and proposed pedagogy, student experience, or personal experience (praxis)

	Missing	Beginning	Intermediate	Advanced
Engage with racial inequalities implicit and explicit in the California education system		Point to racial inequalities that impact on or are part of the California education system (such as the school to prison pipeline)	Articulate ways that racial inequalities are impacting students or important for teachers to address	Actively bridge between systemic racial inequalities and proposed pedagogy, student experience, or personal experience (praxis)
Apply transformative principles to their own future classes		Articulate “good teaching” in terms of relevance, relationship, <u>or</u> rigor. (identify 1 of 3)	Articulate “good teaching” in terms of relevance, relationship, <u>or</u> rigor (identify 2 of 3).	Articulate “good teaching” in terms of relevance, relationship, <u>and</u> rigor. (synthesis; identify all 3)

Results and Significant Findings

INTD 110 Introduction to the Teaching Profession (ITP) is the first class that Undergraduate Teacher Credential Program (UTCP) students take, and it is also open to the general undergraduate population who might be interested in teaching through other pathways.

In this light, it is not surprising that there is a relatively even distribution of responses across the different levels of the completed rubric below. This distribution reinforces all the more the importance of ITP as it gives an initial grounding in both the profession and principles. This complements and grounds the focused theory and practice in the credential courses through the School of Education’s Teacher Education classes that UTCP students move into, providing a context for these intensive classes and discussions.

The course does seem to be largely successful in introducing students to our assessed PLO #2, “Discuss the California primary or secondary education system.”

Very few students are fully missing one of the elements on the rubric, and those which are missing are some of the more challenging, structural issues (one response not addressing equity, three not addressing racial inequalities) that are at the core of the Teacher Education Department credential courses. Within the constraints of a one-unit class, this is particularly impressive.

Looking at the third criteria for our rubric, where students articulate their own principles and hopes for their future classrooms, it is striking that relational aspects were the most frequently foregrounded. For many, this builds from their own experiences with teachers and allows them to think of ways to embody their hopes in the field. Elements in this vein, such as creating safe, supportive, and equitable spaces were reflected in every student's "Guiding Stars."

In the triumvirate of "relationships, relevance, and rigor," rigor was the least articulated principle, even among those who considered all three. This seems reasonable, considering that the UTCP students are almost all in their first semester in the program and early in their undergraduate major coursework. They have not yet explored the rigor and depth of their own intellectual engagement through their majors. An appreciation of rigor in alignment with relevance and relationships takes time.

Overall, it is rewarding to see the level of enthusiasm in these students. Their budding engagement with issues of equity in education prepares them for an important strand in their credential/graduate courses. It is also rewarding to see some of the students who are not in the UTCP considering the teaching profession after the course as well.

Future Plans in Response to Results

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 UTCP 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?

Feedback from Last Assessment Report and Program Response

Note: See end of report for exact feedback provided for AY 2020-21

Feedback on our assessment report for AY 2020-21 was positive. There were no suggestions, so no program response required.

Completed Rubric

	Missing	Beginning	Intermediate	Advanced
Evaluate California education system (either in general or specific classes) in light of equity.	1	Point to a concern around equity as a frame for understanding education (theory) 4	Articulate ways that equity could be addressed for students or teachers (application) 5	Actively bridge between equity and proposed pedagogy, student experience, or personal experience (praxis) 6
Engage with racial inequalities implicit and explicit in the California education system	3	Point to racial inequalities that impact on or are part of the California education system (such as the school to prison pipeline) 5	Articulate ways that racial inequalities are impacting students or important for teachers to address 4	Actively bridge between systemic racial inequalities and proposed pedagogy, student experience, or personal experience (praxis) 4
Apply transformative principles to their own future classes		Articulate “good teaching” in terms of relevance, relationship, <u>or</u> rigor. (identify 1 of 3) 6 Relationships – 5 Relevance - 1	Articulate “good teaching” in terms of relevance, relationship, <u>or</u> rigor (identify 2 of 3). 3 Relationships and Relevance – 2 Rigor and Relevance - 1	Articulate “good teaching” in terms of relevance, relationship, <u>and</u> rigor. (synthesis; identify all 3) 7

2020-2021 Yearly Assessment Report FEEDBACK

Certification in Undergraduate Teacher Credential, CAS, from Jack Lendvay

Dear UTEC Faculty,

Allow me first to thank you for submitting the 2020-2021 Assessment Report. Assessing anything in these crazy times is quite a feat in itself. I do hope the process was still a learning experience, some elements of which will hopefully translate to a future more “normal” time, whatever that may turn out to be.

In this response, I am just offering some 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 humble. 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 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 #4, “Design lessons that intertwine social justice engagement and subject matter competence.” I am pleased to see that you were able to perform a valid assessment even though you were limited by the safety protocols demanded by the pandemic. Assessment of social justice curriculum is challenging during normal times, let alone during a 100-year pandemic. Your plan to complete the assessment of this PLO over a 2-year period is reasonable and your efforts are much appreciated.

Summary

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