

Undergraduate Teacher Credential Programs

ASSESSMENT REPORT ACADEMIC YEAR 2020 – 2021

I. LOGISTICS

1. Contact Information for Faculty/Director

Michael Rozendal, UTEC Academic Director, marozendal@usfca.edu
Mary Coen, UTEC Director, mlcoen@usfca.edu

2. Program

Undergraduate Teacher Credentialing Programs

3. Revisions to Curricular Map

No revisions. Map included in supporting documents at the end of this report.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

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 Since Last APR

3. Employ effective teaching practices in primary or secondary educational settings (2017-18 and 2018-19)
2. Navigate the teacher preparation process (2019-20)

PLO being Assessed in This Report

UTEC PLO: 4. Design lessons that intertwine social justice engagement and subject matter competence

We assessed this PLO in conjunction with CEL learning outcome No. 2, as we recently converted our fieldwork classes to CEL.

CEL Learning Outcome: 2. Examine an environmental or social justice issue, including its roots causes, impacts, intersections with other issues, and possible solutions

PLO to be Assessed By Next APR

1. Discuss the California primary or secondary education system

III. METHODOLOGY

Methodology Used

In light of the pandemic, our students were unable to work directly with SFUSD classrooms over the spring semester, so the elements of collaboration with community partners (such an important part of CEL) will be at the core of our assessment next year, as a follow-up to this initial consideration.

We are also particularly interested in tracking the CEL/our PLO 4 over the course of at least two years because of the changes that we have made in the curriculum to move from the old SL standards to the new CEL standards, which have transformed the course learning outcomes.

This year, students developed compelling lessons incorporating social justice, so we will be assessing that element primarily. Next year, we will be more interested in the ways that these lessons are delivered and how effectively these theories are being put into practice.

The Undergraduate Teacher Credential Programs (UTCP) all share learning outcomes, and our Program Learning outcome 4 is: Design lessons that intertwine social justice engagement and subject matter competence

We will assess the “social justice engagement” using the context from the CEL program, looking particularly at whether students address 1. Root Causes & Impacts, 2. Intersections with Other Issues, and 3. Possible Solutions. We know that in a single lesson, not all of these can possibly be addressed, so we are interested to see where students are placing emphasis.

- Root Causes & Impacts grounded in social equity. (PFMGE)
- Intersections with Other Issues (holistic, solidarity, synthesis) (PFMGE)
- Possible Solutions pointing to the possibilities of social change (PFMGE)

In addition to this rubric, we will also take qualitative notes on elements that stand out to seed the multi-year assessment project. Our questions are “What is interesting, unexpected, important or perhaps problematic in these lessons.”

Based on the full final presentations that we have from our Single Subject students, our 2021 assessment will focus on that.

IV. RESULTS & MAJOR FINDINGS

Results

Results for eight out of ten assignments assessed for INTD 387 Single Subject Fieldwork (see rubric at the end of this report for explanation of missing two assignments).

Item to Assess	Poor	Fair	Moderate	Good	Exceptional
1. Root causes and impacts grounded in social equity		2 (25%)			6 (75%)
2. Intersections with other issues (holistic, solidarity, synthesis)			1 (12.5%)	1 (12.5%)	6 (75%)
3. Solutions pointing to the possibilities of social change		3 (37.5%)	2 (25%)		3 (37.5%)

Results were shared among UTEC team: Director Mary Coen, Academic Director Michael Rozendal, and Program Manager Amy F. Joseph.

Social justice is so baked into our curriculum and our students' thinking it shines through the limited access we had to the assignments. We're looking forward to returning to this assessment when students will be giving these lessons in classrooms with authentic audiences from students in particular communities. We think this will motivate or allow us to assess in meaningful ways the types of root causes and the intersections of other issues.

V. Feedback to your Assessment Team Last Year

Feedback on Last Report

Feedback was positive; no suggestions.

Response to Feedback

N/A.

ADDITIONAL MATERIALS

Undergraduate Teacher Education Center Curriculum Map 2020-21

	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

Rubric

CEL Rubric for 2020-21

Item to Assess	Poor	Fair	Moderate	Good	Exceptional
1. Root causes and impacts grounded in social equity					
2. Intersections with other issues (holistic, solidarity, synthesis)					
3. Solutions pointing to the possibilities of social change					

Qualitative Notes

- A significant part of each assignment was an oral presentation. Without access to the full oral presentations, the assessment of each student's work is based only on the visual presentation, and may not speak to the full scope of each assignment.
- There was a great deal of variety when it came to solutions. Some students presented detailed solutions, while others had more implicit solutions. The lessons tended to be more instructive than solution-oriented.
- Students were strongest in presenting root causes and intersections, particularly related to social equity.

Assignments Assessed

What: INTD 387 Single Subject Fieldwork (CEL) students' final lesson presentations.

Total Assignments Turned In: 10

Total Assignments Able to Assess: 8 (two unable to be assessed due to document access issue)

Name	Topic	No. 1 Equity	No. 2 Intersections	No. 3 Solutions
Student 1	Daily Life in Ancient Greece	E	E	F
Student 2	Correlations vs causation (Making sure we understand the difference)	F	G	F
Student 3	Scarlet Letter and Themes (Relating how an old and outdated novel can still relate to modern society and themes that students experience daily!)	E	E	F
Student 4	Building positive (academic) mindset (How to challenge negative self-talk and replace it with a true internal narrative)	E	E	E
Student 5	Supporting Houseless Students (through Covid-19)	E	E	E
Student 6	Teaching Against Gender (In the same ways that we are obligated to be/teach actively anti-racist, we must also be/teach actively against gender.)	E	E	E
Student 7	Food Deserts	E	E	M
Student 8	Democracy in the Classroom [unavailable]			
Student 9	Exploring the Causes of the 1918 Influenza Pandemic	F	M	M
Student 10	Endocrine System [unavailable]			